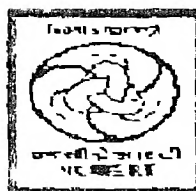


***NCERT CONTRIBUTIONS  
IN  
NON-FORMAL EDUCATION AND  
EDUCATION OF GROUPS WITH SPECIAL NEEDS  
(SC/ST, Minorities, Disabled & Girls)  
1990 - 2000***

Compiled by  
**Dr. J. P. MITTAL**



PLANNING PROGRAMMING MONITORING AND EVALUATION DIVISION  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
SRI AUROBINDO MARG, NEW DELHI - 110016  
2001



## Foreword

The National Council of Educational Research and Training has been providing significant inputs and academic support, through its various constituents, in different areas of school education, since its inception in 1961. The main source of documentation of these inputs have been the Annual Reports of the NCERT. But it has been observed that the Annual Reports were not easily available to the faculty in the past and these are mostly out of stock for the initial 15-20 years.

The present document titled 'NCERT Contributions in Non-Formal Education and Education of Groups with Special Needs (1990-2000)', is a decennial compilation of NCERT's inputs in Education in Non-Formal and Alternative Schooling and education of SC/ST Minorities, Disabled, and Girl Child. Credit goes to 'Dr J P Mittal, Reader, Planning Programming Monitoring and Evaluation Division for conceiving the idea and developing the document by collecting relevant information from Annual Reports of the NCERT.

I hope the document will be useful to all those who are associated with Universalisation of Elementary Education/Sarv Shiksha Abhiyan and interested in NCERT's inputs in school education. It will also be helpful in self-orientation of incoming faculty.

R P Gupta  
Head





# C O N T E N T S

## Foreword

### Non-Formal Education and Education of Groups with Special Needs

I.	1990-91	1
II	1991-92	19
III.	1992-93	33
IV.	1993-94	49
V	1994-95	59
VI.	1995-96	68
VII.	1996-97	86
VIII.	1997-98	98
IX.	1998-99	112
X.	1999-2000	124



# ***I***

## ***NON-FORMAL EDUCATION AND EDUCATION OF GROUPS WITH SPECIAL NEEDS (SC/ST, Minorities, Disabled & Girls)***

***1990-91***



## AN OVERVIEW

**Non -Formal Education**

Non-Formal Education (NFE) was perceived as a special strategy for universalisation of elementary education. Research, development, and training activities related to the NFE programmes constituted an important aspect of work of the NCERT during the period under report.

At the instance of the Government of India, Ministry of Human Resource Development, the NCERT undertook the responsibility of training key persons/project officers and instructors of the NFE centres involved in implementation of the centrally sponsored NFE schemes in educationally backward States. Training programmes for project officers in the NFE and for personnel of voluntary agencies were also conducted.

The NCERT has developed tools and techniques for evaluation of NFE children's achievement. A draft of the Handbook on Social, Emotional and National Integration for the NFE Instructors and Project Officers was prepared. Steps were also taken to modify the document on the Minimum Level of Learning (MLL) by involving Primary school teachers and NFE instructors. Under the research project titled: "Field Stations for Experiments in NFE Methodology", a workshop for video recordings of the demonstration lessons given at the Field Stations was organised. Later on, analysis of the data in respect of these stations was done in a separate workshop.

**Education of the Scheduled Castes and Scheduled Tribes**

The NCERT continued its activities directed towards promoting the education of the Scheduled Castes and Scheduled Tribes. Under the project titled: "Preparation of Textbooks in Tribal Dialects" work on development/printing of Primers in Gondi and Irula continued. The NCERT has also developed manuscripts of textbooks for class I in five tribal languages of Bihar, namely, Ho, Santal, Mundari, Kharia, and Kurukh under the project "Development of Teaching Learning Material in Tribal Dialects" in regional scripts. During the year, bibliographical reading materials on eminent Scheduled Caste persons were prepared and work on preparation of an annotated

bibliography on Educational Development of Scheduled Castes was taken up as a part of the Birth Centenary Celebration of Bharat Ratna Baba Sahib Bhim Rao Ambedkar. An anthology of Dr. B.R. Ambedkar's thoughts on education was developed as part of the activities of the NCERT to commemorate his birth centenary.

**Education for Women's Equality**

The NCERT renewed its commitment to promotion of girls' education and equality between sexes through suitable interventions in curriculum and teacher education and by assisting the Centre, the States and other institutions/organisations in implementing forward looking policies and special programmes of girls' education. In this context, the NCERT provided technical expertise and data analysis to the MHRD in formulation of educational and related policies and programmes in the area of girls' education, and generating awareness of the need for educating girls for their development as a valuable potential human resource.

During 1990-91, the NCERT undertook a Commonwealth sponsored study on "Measures to Improve Access of Girls and Women to Vocational, Technical and Professional Education in India", and a national study on "Continuance and Discontinuance of Girls in Elementary Schooling". Activities related to elimination of sexist bias from curriculum and textbooks, development of exemplar materials, and development of guidelines for curriculum developers, authors of textbooks and policy planners, analysis of existing syllabi of Primary and Middle Schools in the country were undertaken. Under the project on "Development of Exemplar Materials in Mother Tongue (Hindi)", three supplementary readers were brought out on the theme "Towards Equality". As a part of the project titled: "Manasi Parichaya Mala", guidelines for analysis of portrayal of women in literature in national and regional languages in the context of development of supplementary readers for the age group 14-18 years were developed. An Action Plan for the SAARC Decade of the Girl Child was also prepared.

A seven-week training programme on 'Methodology of Women's Education and Development' was organised. The programme provided a potential forum for exchange of ideas and experiences in the area of girls' education among educationists, social scientists, key-level educational personnel in the States and grassroot level NGOs engaged in the task of girls' education. The NCERT faculty participated in certain international meets on education of women's equality.

### **Education of the Educationally Backward Minorities**

The scheme of the Regional Resource Centres to upgrade teaching competencies of the teachers of the schools managed by the educationally backward minorities continued. In the meetings of the sub-groups on Welfare of Minorities, set up by the MHRD, up-to-date information on the programmes of the Regional Resource Centres was presented and alternative strategies were suggested by the NCERT to develop competencies of teachers of the educationally backward minorities schools.

### **Education for the Disabled**

The NCERT made special efforts to facilitate education of disabled children in the general education system along with non-disabled peers. The focus of the programmes and activities remained on development of context specific modalities to integrate disabled children in general education system through organisational support, enhancing of competence of general teachers to meet the special needs of children in the classroom, development of curriculum and instructional materials for adjustment and adaptation of curriculum and teaching to special needs, establishing community and parents' contacts to bring disabled children to schools and retain them, and extending support to the MHRD and other concerned departments of the Government of India in policy formulation for disabled children. The NCERT also provided support to the State Governments in planning and management of programmes in this area.

At the instance of the MHRD, evaluation of the implementation of the scheme of Integrated Education for Disabled Children (IEDC) was undertaken and a report was prepared. Besides this, studies titled : "Feasibility of Training Anganwadi Workers for Early Detection and Intervention Programmes" and "A Study of Effectiveness of Teacher Education Resource Pack for Special Needs in the Classroom" were conducted during the period under report.

The NCERT developed some Handbooks and instructional materials in the context of education for the disabled which include inter alia a "Handbook for Low Vision Children", "Guidelines for Early Identification of Learning Disabled Children", "Special Need Programmes for Computer Assisted Learning and Teaching", "Video Programmes on Special Needs", "Handbook on Organisation of Resource Room", and "Curriculum Based Evaluation Material".

The NCERT also organised a number of training/ orientation and extension programmes for various categories of personnel involved in planning and implementation of programmes and activities for education of disabled children. Specific mention may be made of the one-year Multicategory Training in Special Education, organised in the Regional Colleges of Education at Ajmer, Bhopal and Bhubaneswar during the year 1990-91.

For exchange and dissemination of information related to different aspects of education of the disabled, the instructional materials developed at the NCERT in the area of Special Education were provided to all the IED cells in the States and the Union Territories as also to certain international agencies and organisations like UNESCO, UNICEF, WHO, SAARC, Commonwealth, and some NGOs.

In addition to its regular programmes and activities related to education of the disabled, the NCERT provided support and consultancy to certain governmental and non-governmental organisations at the national/ international level.

## NON-FORMAL EDUCATION AND EDUCATION OF GROUPS WITH SPECIAL NEEDS

Non-Formal Education Programmes for the out-of-school children, whether early-leavers, drop-outs or children who have not attended school, and programmes and strategies for promoting education of the Scheduled Castes and Scheduled Tribes are among the priority areas of work of the NCERT. The major programmes and activities carried out by the Department of Non-formal Education and Education of the Scheduled Castes and Scheduled Tribes (DNFEESC/ST) included the following:

### Non-Formal Education

#### *Research and Development*

The DNFEESC/ST developed tools and techniques for Evaluation of NFE Children's Achievement. Under the programme of 'Field Stations for Experiments in NFE Methodology', a Planning Meeting of the team

members from the three Field Stations, located in three voluntary organisations, was held on 22 November, 1990. Later on, a Workshop for video recordings of the demonstration lessons given at Field Stations was organised at Bodh Gaya from 29 January to 2 February, 1991. The third programme regarding the Field Stations was a workshop which was organised for analysis of the data of these stations at Bodh Gaya from 3 to 7 February, 1991. The DNFEESC/ST also developed a draft of Handbook on Social, Emotional and National Integration for the Instructors, Supervisors and Project Officers.

Under the project on Minimum Level of Learning (MLL), the MHRD prepared a list of competencies to be developed at the Primary level. The DNFEESC/ST organised 7 workshops to modify the MLL document by involving Primary school teachers and NFE instructors. The details of these programmes are given in Table 1.

**TABLE 1**

*Workshops organized by the DNFEESC/ST during 1990-91*

S No	Title of the Programme	Dates	Venue	No. of Participants
1	Workshop for development of Tools and Techniques for Evaluation of NFE Children at Levels III & IV.	11 to 14 December, 1990	New Delhi	4
2.	Workshop for finalization of Tools and Techniques for Evaluation of NFE Children at Level IV.	11 to 15 March, 1990	New Delhi	6

S. No.	Title of the Programme	Dates	Venue	No of Participants
3.	Planning Meeting for Functionaries of Field Stations for Experiments in NFE Methodology	22 November, 1990	New Delhi	7
4.	Workshop for Video Recording of Demonstration Lessons at Field Station for Experiments in NFE Methodology.	29 January to 2 February, 1991	Bodh Gaya	15
5.	Workshop for Analysis of Field Data from Field Stations	3 to 7 February, 1991	Bodh Gaya	11
6.	Workshop for development of Instructional Material for NFE Semester IV and Development of Illustrations for Mathematics Book-III	16 to 20 July, 1990	New Delhi	1
7.	Workshop for development of Instructional Material for NFE Semester IV and Development of Illustrations for Mathematics Book-III	14 to 21 January, 1991	New Delhi	6
8.	Workshop for the development of Instructional Material for NFE Semester IV and development of Illustrations for Mathematics Book-III	21 to 25 January, 1991	New Delhi	10
9.	Workshop for development of Instructional Material for NFE Semester IV and development of Illustrations for Mathematics Book-III	18 to 22 March, 1991	New Delhi	7
10.	Workshop for development of Instructional Material for NFE Semester IV and development of Illustrations for Mathematics Book-III	18 to 22 March, 1991	New Delhi	5
11.	Workshop for reviewing the Supplementary Reading Material on Themes pertaining to Social, Emotional and National Integration for the Learners, Instructors and Supervisors of NFE Centres	20 to 21 December, 1990	New Delhi	4
12.	Workshop for reviewing the Supplementary Reading Material on Themes pertaining to Social, Emotional and National Integration for the Learners, Instructors and Supervisors to NFE Centres.	21 to 22 March, 1991	New Delhi	2
13.	Workshop to Translate the MLL Document developed by the MHRD alongwith a Questionnaire	9 to 13 July, 1990	New Delhi	5



S. No	Title of the Programme	Dates	Venue	No. of Participants
14	Workshop to modify the MLL Document developed by the MHRD by involving Primary School Teachers and NFE Instructors	23 to 27 July, 1990	Kanyakumari	37
15	Workshop to modify the MLL Document developed by the MHRD by involving Primary School Teachers and NFE Instructors	24 to 28 July, 1990	Hyderabad	29
16	Workshop to modify the MLL Document developed by the MHRD by involving Primary School Teachers and NFE Instructors	24 to 28 July, 1990	Patna	33
17	Workshop to modify the MLL Document developed by the MHRD by involving Primary School teachers and NFE Instructors	26 to 30 July, 1990	Ahmedabad	40
18	Workshop to modify the MLL Document developed by the MHRD by involving Primary School Teachers and NFE Instructors.	30 July to 7 August, 1990	Jaipur	36
19	Workshop to modify the MLL Document developed by the MHRD by involving Primary School Teachers and NFE Instructors	6 to 8 August, 1990	Pune	33
20	Workshop to modify the MLL Document developed by the MHRD by involving Primary School Teachers and NFE Instructors	7 to 11 August, 1990	Bhopal	33
21.	Annual Workshop on Innovations in Non-Formal Education	29 May to 2 June, 1990	Dungapur	25
22	Annual Workshop on Innovations in Non-Formal Education	25 to 29 March, 1990	Bhubaneswar	27

## *Orletation/Training Programmes for NFE Personnel*

At the instance of the MHRD, the NCERT took up the responsibility of training of key persons/project officers and instructors of the NFE centres who are involved in implementation of the centrally sponsored Non-formal Education Scheme in the States of Andhra Pradesh, Bihar, J&K, Madhya Pradesh, Orissa, Rajasthan, U.P. and West Bengal. The DNFEESC/ST organised the following types of training programmes in this context.

- Training of key persons in NFE in the States
- Refresher training programmes for those key persons who were trained in the previous year.
- One-day meetings of key persons and State level officers of the Education Departments
- Training programmes for the personnel of the voluntary agencies.

The details of the NFE training programmes organised by the Department are given in Table 2

**TABLE 2**
*Training Programmes in Non-Formal Education organized by the DNFE SC/ST during 1990-91*

S. No	Title of the programme	Dates	Venue	No of Participants
1	Training Programme for Key Persons in NFE from Manipur	22 to 26 October, 1990	Imphal	25
2	Refresher Training Programme for Key Persons in NFE from Bihar	20 to 22 June, 1990	New Delhi	23
3	Refresher Training Programme for Key Persons in NFE from Uttar Pradesh	8 to 10 August, 1990	New Delhi	22
4	Refresher Training Programme for Key Persons in NFE from Madhya Pradesh	29 to 31 August, 1990	New Delhi	17
5	Refresher Training Programme for Key Persons in NFE from Andhra Pradesh	18 to 20 September, 1990	New Delhi	19
6	Refresher Training Programme for Key Persons in NFE from Orissa	19 to 21 November, 1990	New Delhi	10
7.	Refresher Training Programme for Key Persons in NFE from Assam	7 to 9 January, 1990	New Delhi	10
8	Refresher Training Programme for Key Persons and Functionaries in NFE from Rajasthan	26 to 28 November 1990	Udaipur	30
9	One-Day Orientation Meeting to orient the NFE Key Persons regarding organisation of Training Programme in Manipur	2 January, 1991	Imphal	20
10	Training Programme for NFE Project Officers from Utttar Pradesh	9 to 13 July, 1990	Allababad	16
11.	Training Programme for NFE Project Officers from Uttar Pradesh	16 to 20 July, 1990	Allahabad	25
12.	Training Programme for NFE Project Officers from Rajasthan	13 to 17 December, 1990	Udatpur	30
13	Training Programme for NFE project Officers from Jammu and Kashmir	7 to 11 January, 1990	Jammu	24
14.	Training Programme for NFE Project Officers from Jammu and Kashmir	25 to 29 March, 1991	Jammu	12

S. No	Title of the Programme	Dates	Venue	No. of Participants
15	Training Programme for Resource Persons in NFE of Voluntary Agencies	20 to 24 August, 1990	Tirupati	38
16	Orientation Programme to provide, Support and Consultancy to States and UTs in the area of NFE and Education of SC/ST	25 to 29 June, 1990	Gobindpur(U.P.)	21
17	Orientation Programme to provide, Support and Consultancy to States and UTs in the area of NFE and Education of SC/ST	20 June to 4 July, 1990	New Delhi	1
18	Orientation Programme to Provide, Support and Consultancy to States and UTs in the Area of NFE and Education of SC/ST	30 October to 1 November, 1990	New Delhi	3
19.	Orientation of Sri Lanka's Director (NFE) at NIE	20 June to 4 July, 1990	New Delhi	1

## Education of Scheduled Castes and Scheduled Tribes

Under the project titled "Preparation of Textbooks in Tribal Dialects", the DNFEESC/ST continued work on development /printing of Primers in Gondi and Irula.

The DNFEESC/ST has also undertaken a project on Development of Teaching-Learning Materials in Tribal Dialects' in regional scripts. Under the project, the manuscript of textbooks for Class I in 5 tribal languages of Bihar, namely, Ho, Santal, Mundari,

Kharia, and Kurukh, have been developed. The Department has also developed an Anthology of the quotations from Dr. B. R. Ambedkar's works

In addition to above, the DNFEESC/ST continued work on the following projects;

1. Preparation of an Annotated Bibliography on Educational Development of Scheduled Castes.
2. Development of Bibliographical Reading Materials on Eminent Scheduled Castes Persons

## Education for Disabled

With focus on 'education for all', the need for making special efforts to extend educational facilities to special groups in difficult contexts received priority

in the NCERT. The DTESEES made special efforts to facilitate education of disabled children in the general education system along with their non-disabled peers. The focus of the programmes and activities remained

on the development of context specific modalities to integrate disabled children in general schools through organisational support, enhancing competence of the general teachers to meet special needs of children in the classroom, development of curriculum and instructional material for adjustment and adaptation of curriculum and teaching to special needs, establishing community and parent contacts to bring disabled children to schools and retain them, and extending support to the MHRD and other relevant departments of the Government of India in policy formulation and implementation of the schemes for education of disabled children. Support was also provided to the State Governments in planning and management of programmes in this area. Cooperative projects and activities with international organisations like UNICEF and UNESCO were also undertaken by the DTESEES.

## **Research and Development**

The following research activities were undertaken during the year under report.

### *Evaluation of the implementation of IEDC*

At the instance of the MHRD, evaluation of the implementation of the scheme of the Integrated Education for Disabled Children was undertaken during the year 1990 and a preliminary report of the overall findings was prepared. The micro analysis and reports in respect of Bihar, Haryana, Kerala, Karnataka, Madhya Pradesh, Maharashtra Mizoram, Nagaland, Orissa, Uttar Pradesh and Rajasthan were prepared. The micro analysis included social integration and institutional profile of the implementation of the IEDC

### *Feasibility of Training Anganwadi Workers for Early Detection and Intervention Programmes*

A study to assess the feasibility of training and using anganwadi workers for early detection of disability and intervention was undertaken in Mizoram. After developing a training design, the impact study was undertaken.

### *A Study of Effectiveness of Teacher Education Resource Pack for Special Needs in the Classroom*

The teacher education resource pack for special needs in the classroom was tried out with teacher educators, pre-service and in-service teachers. Both qualitative and quantitative analysis revealed that it brings about change in attitudes of the participants towards education of the disabled children in general schools. The teacher effect to the training is positive. The in-service teachers tend to use skills to meet individual needs of children (with disability) in practice despite certain system and resource constraints.

### *Development of Handbook for Low Vision Children*

A Handbook for teachers to meet educational needs of children with residual sight was developed. The book contains functional assessment of children with residual sight, visual efficiency training, special aids, equipment and material for their instruction and classroom management. The handbook, being in non-technical language, can also be used by parents to provide support to such children

### *Development of Guidelines for Early Identification of Learning Disabled Children*

In a workshop, involving 19 participants including five practising teachers, the possibility of early identification of children with learning disabilities was considered and guidelines were developed for teachers. Based on these guidelines, a handbook is being prepared

### *Development of Special Need programmes for Computer Assisted Learning and Teaching (CALT)*

Under the Technology Development Project, funded by the Department of Electronics, 12 programme scripts for children with special needs were developed. These programmes were reviewed by an interdisciplinary expert group. Software for these programmes is now being developed.

### *Development of Video Programmes on Special Needs*

For the Teleschool project and the PIED project, scripts for programmes titled "Learning Together; 'Cooperative Learning Based Approach", "Saath Saath" and "Shuru se shurual" were developed.

### *Development of Handbook on Organisation of Resource Room*

The Handbook was developed for the heads of institutions and resource teachers for the organisation of resource room under the scheme of Integrated Education of Disabled Children. It outlines different organisational plans, role and functions of resource teachers and the aids and equipments needed for the resource room to provide effective support to education of disabled children in general schools. The Handbook is in press.

### *Development of Curriculum Based Evaluation Material*

The prototype curriculum based material

workshop, held at the NCERT in the preceding years became a model for developing curriculum based evaluation material in the regional languages in collaboration with the SCERTs of Tamil Nadu, Haryana, Maharashtra and Orissa. The materials were developed in the curriculum areas of Language, Science, Mathematics and Social studies. The State of Nagaland developed guidelines for the IED in Angamese. The Mizoram State developed action songs for motivating children to learn along with their peers.

### *Design of Low Cost Toys for Disabled*

The NCERT's exhibition-cum-workshop for the design of innovative toys to meet special needs was extended to the States of Rajasthan and Haryana. A number of toys for children with learning disability, visual impairment and hearing impairment were developed and sent to the Workshop Department of the NCERT for prototype development.

An overview of the workshops organised by the DTESEES is given below in Table 3.

**TABLE 3**

*Workshops organised by the DTESEES in connection with Education of the Disabled during 1990-91*

<i>Title of the Programme</i>	<i>Duration</i>	<i>Venue</i>	<i>No. of Participants</i>
<i>Headquarters</i>			
Working Group Meeting on Early Identification of Learning Disability	2 Days	NCERT, New Delhi	19
Development of a Handbook on Education of Low Vision Children	2 days	NIVH, Dehradun	5
Development of Video Programmes on Functional Assessment	1 day	NCERT, New Delhi	12
<i>States</i>			
Workshop for Development of Curriculum Based Test Items (Haryana, Madhya Pradesh, Maharashtra, Orissa)	3 days	SCERT	216

<i>Title of the Programme</i>	<i>Duration</i>	<i>Venue</i>	<i>No of Participants</i>
Workshop for development of Low Cost Toys for Disabled Children (Haryana and Rajasthan)	3 days	SCERT	26
Workshop for developing Advocacy Material (Madhya Pradesh and Rajasthan)	5 days	Area Resource Centre	42
Workshop to develop Action Songs (Mizoram)	4 days	SCERT, Aizawl	126
Workshop to develop Guidelines in Local Dialect (Nagaland)	2 days	Area Resource Centre	67
Workshop to develop Guidelines in Tamil to adapt instructional materials in all subjects for Class III, IV and V (Tamil Nadu)	4 days	Area Resource Centre	36

## *Monitoring and Feedback on PIED*

This UNICEF assisted project, which aims at developing context specific materials to universalise primary education among disabled children, has been in operation for the last two years. With a view to monitoring the progress of the project in different States and Union Territories, two review and planning meetings were held at the headquarters. Besides these, at least one co-ordination committee meeting at the state level and a quarterly review at the Block level, were undertaken. Thus, planning for the UNICEF plan for 1990-95 was done at the microlevel, starting from the sub-area resource centres through Block and State levels to the Central level.

### *Review and Planning Meeting (Headquarters)*

The first PIED mid-year review meeting was organised on 12 and 13 June 1990, at the NCERT, New Delhi in which 30 project personnel (at least two from each project State) participated. Representatives from the MHRD, the UNICEF, the Ministry of Welfare and the NCERT also participated in the meeting. The achievements of the States and the Union Territories were reviewed. Certain problems being faced in implementation of the project were identified and actions to be taken by the relevant agencies/

organisations were documented. Subsequently, the follow-up activities helped in accelerating the pace of implementation of the project. The second review and planning meeting was organised from 7 to 9 January 1991 at NCERT, New Delhi. In this meeting, the progress of the project in each state was documented right from its inception in 1987. The Plans of Action for 1991 and for the period 1990-95 were prepared.

The State Co-ordination Committee meetings were held in Haryana, Maharashtra, Mizoram, Orissa and Rajasthan. Quarterly review meetings were organised in the States of Haryana, Madhya Pradesh, Maharashtra, Mizoram, Nagaland, Orissa, Rajasthan and Tamil Nadu.

### *Training/Orientation/Extension Programmes*

The training programmes in special education were organised at the NCERT headquarters, Regional Colleges of Education, the SCERTs and in project areas. The faculty from the headquarters provided design, and teaching support to programmes at all levels. The target groups for the training programmes were University Faculty from Special Education Departments/Units, SCERTs, non-governmental organisations and teachers. On an experimental basis, a training programme for anganwadi workers, to support the project through early identification of

disabled children and early intervention, was also organised. Promotional programmes for community members and programmes for involvement of the parents in the project areas were also undertaken to

gain experience for designing training programmes for parents Table 4 gives specific information about such programmes.

**TABLE 4**

*Training/Orientation Programmes conducted under PIED during 1990-91*

<i>Title</i>	<i>Duration</i>	<i>Venue</i>	<i>No of Participants</i>
<i>Headquarters</i>			
On-Site Training Programme at Mizoram	One Week	Khawzawl Block	9
Training of Anganwadi Workers under PIED	Four Weeks	SCERT, Mizoram	41
Orientation Programme on Emerging Trends in Special Education for University Faculty	Two Weeks	NCERT, New Delhi	29
Training of Project Teams under PIED	Two Weeks	NCERT, New Delhi	14
Training of Special Teachers in the use of Micro Computer and its application in Special Education	Two Weeks	NCERT, New Delhi	15
Multicategory Training in Special Education	Ten Months	Regional Colleges of Education	50
<i>States</i>			
Level I Training of Teachers (Haryana, Maharashtra, Nagaland, Orissa, Delhi)	One Week	Area Resource Centres	1003
Level II Training of Teachers (Maharashtra, Orissa)	Six Week	SCERTs	101
Orientation of Heads of Institutions and Supervisor (Tamil Nadu, Delhi)	Three Days	SCERT and Inservice Training Institutes	53
Parent Contact Programme (Haryana, Madhya Pradesh, Maharashtra, Mizoram, Orissa, Rajasthan, Tamil Nadu)	One Day	Area and Sub-Area Resource Centres	3271
Community Contact Programmes (Haryana, Madhya Pradesh, Mizoram, Nagaland, Rajasthan)	One Day	Area and Sub-Area Resource Centres	4494

## *On-site Study Programme*

The PIED project areas have a unique context and each of the participating States designs strategies for implementation of the project according to local specific situations. The project teams are provided opportunities to study the implementation of the PIED in different areas through on-site demonstration and observation of integration of disabled children. In this context, teams from Maharashtra, Rajasthan, Haryana, Orissa and Nagaland were provided on-site experience in Mizoram.

## *University Faculty and Key Persons Training*

The Special Education Departments/Units have been established in 14 Universities. A number of universities have introduced courses on Special Education in general teachers training programmes. The Institutes of Advanced Studies in Education and Colleges of Teachers Education, under the centrally sponsored scheme of teachers education, are also required to introduce Special Education courses. A two-week training programme for the faculty from these institutions, SCERTs and non governmental organisations was organised at the NCERT New Delhi. The course was attended by 29 teachers.

## *Training of Special Teachers in the use of Micro Computer*

Under the CLASS project and certain other schemes, micro computers and PC's are made available to general as well as special institutes. To provide an opportunity to disabled children to use computer facilities, wherever available, a two-week course for the training of special teachers, working in special schools and as resource teachers in the general schools, was organised. Fifteen teachers attended this course.

## *Multicategory Training in Special Education*

Multicategory training is needed for the teachers manning sub-areas resource centres in clusters of Primary schools in the project areas. These teachers

provide training in special skills like braille reading, writing, orientation and mobility, language and speech and daily living skills to children. They also support general teachers and parents in their area. A one-year multicategory training programme was organised in the Regional Colleges of Education at Ajmer, Bhopal and Bhubaneswar.

## *Tele-school for the Parents of Mentally Retarded*

In collaboration with the National Institute for Mentally Handicapped (NIMH) and support from the Technology Mission for the Handicapped in the Ministry of Welfare, the Tele-school for the parents of the mentally handicapped was launched on the eve of the World Disabled Day in March 1990. It involves telecast of 15-20 minute programme every fortnight in the school telecast in Hindi, Marathi, Gujarati, Onya and Telugu. The Central Institute of Educational Technology of the NCERT produces programmes on functional aspects and dubs them in different languages. The transmission and co-ordination of tele-school programme, being produced by other organisations, is done by the NCERT. The NIMH provides back up services to the audience. The two planning meetings for the tele-school and two meetings for working out the modalities of production of video programmes were organised at the NCERT with participation of 35 experts.

## **Dissemination**

The instructional materials developed at the NCERT in the area of special education were provided to all the IED cells in the States and the Union Territories viz, the National Institutes for Handicapped and their Regional Training Centres, Colleges of Teacher Education and Training, Non-Governmental Organisations (NGOs) and over one thousand schools. The parents and community members were also provided advocacy material. Copies of the video programmes on Integrated Education for Disabled (DISHAYEN) and a Tape Slide on "Creative Art for Disabled" was provided to the SCERTs, Regional Colleges of Education and selected NGOs working with disabled children for use in training and advocacy



programmes. The material was also provided to international agencies and organisations like UNESCO, UNICEF, WHO and other NGOs. This material was also sent to the SAARC countries through the Ministry of Human Resource Development, Government of India.

## Support and Consultancy

The NCERT provides support and consultancy to governmental and non-governmental organisations at the national level. During the year 1990-91, the DTESEES provided support and consultancy to:

- The MHRD in monitoring, evaluation and revision of the scheme of Integrated Education for Disabled Children.
- The Ministry of Welfare in developing a plan for the restructuring of special schools.
- The Department of Electronics to develop computer application courses for B Ed. and M.Ed. as well as its application to special education.
- The Acharya Ramamurti Committee set up by the Government of India to review the implementation of the National Policy on Education (1986) for development of perspective of special education.
- The Rehabilitation Council for the development of curricula in special education and evaluation of curricula for accreditation.
- The National Institutes for the Handicapped for training programmes and consultancy on the development of instructional material.
- The Departments of Education of Kurukshetra University, Venkateswara University, Banaras Hindu University, Aligarh Muslim University, Jamia Millia Islamia, and the M. S. University, Baroda for establishment of special education units and development of curricula.
- The Laxmi Bai College of Education, Gwalior in designing a course for the teachers of mentally handicapped for coaching these children in sports.
- The NIEPA and the NIPCCD for training and development programmes in this area.
- The Departments of Education in the States of West Bengal, Punjab, Rajasthan, Bihar, Madhya Pradesh, Haryana, Goa, Uttar Pradesh, Mizoram and Nagaland were provided guidance and support for development of plans for implementation of the IEDC. The NGOs like the National Association for the Blind, SEVA in Action, the National Society for the Prevention of Blindness, the Rama Krishna Mission, Narendrapur, the Blind Relief Association, Delhi, the Royal Commonwealth Society for the Blind, and the National Association for Equal Educational Opportunity for the Handicapped were provided consultancy to develop education and rehabilitation programmes for disabled children.

At the international level, the UNESCO was provided technical support for development of Teacher Education Resource Pack on Special Needs in the Classroom. The UNICEF was provided technical support in the context of a workshop on Working Together on Disability, organised at Bangalore. The National Council of Exceptional Children (UK) was provided with the design model for implementation of the programme for education for all disabled children in developing countries which served as the keynote address to the International Special Education Congress at Cardiff (UK). The WHO was provided resource support for the workshop on the development of instructional material on disability at Hyderabad. The International League of Societies for Mentally Handicapped (UK) was provided support for integration of mentally handicapped children.

## Publications

### *Print Material*

- 1 *Functional Assessment Guide, 1990 (English)*

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>2. <i>Children with Seeing Problems: Focus on Remaining Sight (English)</i></li> <li>3. <i>Functional Assessment Guide (Hindi) (in Press)</i></li> <li>4. <i>Children with Seeing Problems: Focus on Remaining Sight (Hindi) (in Press)</i></li> <li>5. <i>Organisation of Resource Room (English)</i></li> </ol> | <p style="text-align: center;">Non-Print Material (Video Programmes)</p> <ol style="list-style-type: none"> <li>1. <i>Learning Together: Cooperative Learning Based Approach (English)</i></li> <li>2. <i>Saath-Saath (Hindi, Marathi, Gujarati, Telugu and Oriya)</i></li> <li>3. <i>Shuru se Shuruat (Hindi, Marathi, Gujarati, Telugu and Oriya)</i></li> </ol> |
|--|--|

## Education of the Educationally Backward Minorities

Under the grant-in-aid scheme of the NCERT to Regional Resource Centres set up in selected universities to upgrade professional competencies of teachers of schools of educationally backward minorities, the DFSEC monitored training activities of these centers and apprised the MHRD through quarterly reports.

During 1990-91, Report of the Field Assessment Study of the NCERT's Career Guidance inputs in minorities schools was prepared and forwarded to the nodal Department in the NIE as a feedback on the training organised by that Department for teachers of the minorities schools.

The sub-group on the Welfare on Minorities, set up by the MHRD, held a series of meetings during the year 1990-91. In these meetings, up-to-date information on the programmes of Regional Resource Centre was presented and alternative strategies were suggested by the DFSEC to develop competencies of teachers of the educationally backward minorities schools.

## EDUCATION FOR WOMEN'S EQUALITY

The NCERT renewed its commitment to promotion of girls education and equality between sexes through suitable interventions in curriculum and teacher education and by assisting the Centre, the States and other institutions/organizations in implementing forward looking policies and special programmes of girls education. The Department of Women's Studies (DWS) of the NIE provided technical expertise and data analysis to the Ministry of Human Resource Development in formulation of educational and related policies and programmes in the area of girls' education besides generating awareness of the need for educating girls for their development as a valuable potential human resource.

The DWS conducts research studies and developmental activities in the area of girls education by (i) collecting, collating and analysing educational and allied statistics and other social evidence along SC, ST, rural-urban dimensions for policy planners, (ii) identifying values commensurate with equality between sexes and a positive image of women and incorporating these in the curriculum, textbooks and in teacher education, (iii) developing and promoting action based research and action projects, (iv) providing consultancy in the area of women's education and development, and (v) mobilising women and public support for girls education

### Research and Developmental Programmes

During the year 1990-91, the following programmes and activities were undertaken:

- (i) A Commonwealth sponsored study on Measures to Improve Access of Girls and Women to Vocational, Technical and Professional Education in India.
- (ii) A National study on Continuance and Discontinuance of Girls in Elementary Schooling.
- (iii) Data Bank activities were strengthened and a Fact Sheet on "Education of the Girl Child-1990" was brought out for use of policy planners, teachers, educators and researchers.
- (iv) Activities related to elimination of sexist bias from the curriculum and the textbooks, and incorporation of values commensurate with equality between sexes.
- (v) Exercises in revision of textbooks, development of exemplar materials, and development of guidelines for curriculum developers, authors of textbooks and policy planners.
- (vi) Studies on innovative action research projects, viz., Matruprobodhan Scheme of Maharashtra, School Based Programme in Delhi Schools, and Field Based work in Maidangarhi Village of Delhi.
- (vii) A project on Development of Exemplar Materials in Mother-tongue (Hindi) was undertaken and three Supplementary Readers were brought out on the theme

"Towards Equality". The titles of the supplementary readers are (i) Begam Hazarat Mahal, (ii) Dahej Davanal, and (iii) Annie Besant.

- (viii) As a part of the project titled 'Manasi Parichaya Mala', guidelines were developed for authors for analysis of portrayal of women in literature in the national and regional languages for development of supplementary readers for the age group 14-18 years.
- (ix) Two workshops were organised at the SIE, Allahabad and the Durgawati Vidyalaya, Jabalpur with a view to generating a material bank for use of teachers for incorporating new values of gender equality and empowerment of women in textual materials.

#### Training Programmes and other Activities

The Department organised a seven-week training programme on Methodology of Women's Education and Development. This programme provided a potential forum for exchange of ideas and experiences in the area of girls education among educationists, social scientists, key level educational personnel in the States and grass root level NGOs engaged in the task of girls education.

Existing syllabi of the Primary and the Secondary pre-service training courses in the country were analysed. The State of Himachal Pradesh has introduced girls/women's education as a core paper in the JBT syllabus. The Department helped the SCERT, Himachal Pradesh in developing exemplar materials in this context. Besides this, a Regional Workshop was organized at Mother Teresa Women's University in which several University Departments of Education and Social Sciences participated. They have included women's Education as a special/optional paper and related topics in their respective syllabi and research agendas.

Mobilising women and enlisting public support for girls education has been another thrust area of the Department of Women's Studies. In a workshop on Women's Education organised at the SCERT, Solan, the Department received encouraging response from 16 Mahila Mandals' office bearers coming from remote corners of several Districts of Himachal Pradesh. Another workshop of teacher educators and media personnel was organised at the Educational Technology Department of Bharatidasan University, Tamil Nadu to develop mass awareness and messages for promoting girls education. Nearly 5000 students participated in a competition for preparing posters, banners, audio-visual programmes, street plays, slogans and verses on the theme of girls education.

The DWS also prepared an action plan for the SAARC Decade of the Girl Child in collaboration with other Departments of the NIE and the CIET. Besides the above mentioned activities, the Department participated in several national and international meetings and conferences in the area of Women's Education and Development and extended its expertise to certain national and international organizations etc. Prominent among these meetings were the Inter governmental SAARC Conference on Women's Education held at Male, Maldives, Regional Training Workshop for Unicef Officers, Guangzhou, China, Round Table on Complementarity between Formal and Non-formal Primary Education at Unesco Institute of Education, Hamburg; Commonwealth Expert Group Meeting on Elimination of Gender Stereotyping from Primary School Textbooks, Delhi, Twelfth International Symposium on Asian Studies, Hongkong; South Asia Workshops on the Girl Child; and WHO Meeting on Women and Aids.

During the year 1990-91, the Department organised 19 workshops, orientation/training programmes. The details of these programmes are given in Table 5.

**TABLE 5**

*Workshops, Meetings, Seminars, Conferences, Training/Orientation Programmes  
conducted during 1990-91 by the DWS*

S No	Title of the Programme	Dates	Venue	No. of Participants
1	Study of Factors for Continuance and Discontinuance of Girls in Elementary Schooling (assigned by MHRD)	16 to 19 April, 1990	NCERT, New Delhi	9
2	Situational Study of the Measures adopted for the Enrolment, Retention and Development of Girls by Educational Institutions in Urban Slums (A Micro Study)	11 May, 1990	Faridabad	30
3.	Situational Study of the Measures adopted for the Enrolment, Retention and Development of Girls by educational Institutions in Urban Slums (A Micro Study)	14 to 15 June, 1990	Faridabad	30
4	Workshop on Elimination of Sexist Bias from NCERT Textbooks	16 to 17 August, 1990	NCERT, New Delhi	17
5.	Development of Supplementary Readers on the theme Portrayal of Women in Indian Literature	19 to 20 September, 1990	Modipuram	12
6	Inputs into Teacher Education and Development of Exemplar Material	29 October to 2 November, 1990	Solan	60
7.	Development of Exemplar Material on Mother-Tongue (Hindi)	27 to 31 December, 1990	Jabalpur	15
8.	Elimination of Sexist Bias from NCERT Textbooks	4 to 5 March, 1991	NCERT, New Delhi	15
9	Meeting of a high level Advisory Panel on the Universalisation of Primary Education of Rural Girls in India (A UNESCO Study)			
10	Sensitization Teachers and Teacher Educators about Sex Stereotyping in Textbooks	20 to 21 April, 1990	Mother Teresa Women's University, Kodaikanal	46
11.	Education for Women's Equality- Collaborative Programme with States/UTs	9 to 13 July, 1990	Faridabad	36

<i>S No.</i>	<i>Title of the Programme</i>	<i>Dates</i>	<i>Venue</i>	<i>Number of Participants</i>
12.	Workshop for Institutional Heads as Motivation for taking up Educational Development Plans for Girls and Women	19 to 20 July, 1990 : :	Muzaffar Nagar	48
13.	Orientation of Key Persons for preparation of Exemplar Material in Mother-Tongue	27 to 31 August, 1990	Madras	32
14.	Workshop on development of Message for Education and Development of Girls through Mass Media	7 to 8 August, 1990	Trichirapally	20
15.	Inputs into Teacher Education in Himachal Pradesh, Punjab, Madhya Pradesh, Haryana etc.	4 to 5 September, 1990	RCE, Bhopal	38
16.	Training Programme on Methodology of Women's Education and Development	20 August to 9 October, 1990	NCERT, New Delhi	16
17.	Development of Key Person to Involve Mahila Mandals for Education of Women and Girls at Elementary Stage	29 to 31 October, 1990	Solan	60
18.	Evaluation and Documentation of Matruprobodhan Project	11 to 14 December, 1990	Pune	35
19.	Methodology of Studies in Women Education and Development	20 December, 1990	Maidangarhi, Delhi	50

# ***II***

***NON-FORMAL EDUCATION AND  
EDUCATION OF GROUPS WITH SPECIAL NEEDS  
(SC/ST, Minorities, Disabled & Girls)***

***1991-92***





## AN OVERVIEW

### Non-Formal Education

The NCERT provides technical and academic resource support to government and non-government agencies engaged in the implementation of the Non-Formal Education (NFE) Scheme 1988. In an attempt to determine how curricular demands may be reflected in NFE materials for learners, research in relation to the curriculum and materials was undertaken. With the identification of Minimum Levels of Learning (MLLs) for Primary education, the stipulations of the MLL are being used to strengthen research activities in the area of evaluation.

In order to experiment with various aspects of NFE, the Council continued providing technical support to the Field Stations in Andhra Pradesh, Bihar, Rajasthan, and West Bengal. These Field Stations provide real life laboratory situations where various methodologies, materials and strategies in NFE are experimentally tried out. During 1991-92, the major thrust of NFE programmes remained on development of teaching-learning materials and development of prototypes using MLL statements. The manuscripts of five prototype teaching-learning materials in Hindi were developed. Under the NFE programmes, a series of supplementary materials conducive for bringing about social, emotional and national integration were developed during 1991-92.

After having completed the first phase of training of NFE functionaries under the State governments and voluntary agencies, necessary help was extended to several States to evolve modules for training of functionaries for the second phase. In this endeavour, the emphasis remained on development of resource teams of trainers at the District level, particularly at the level of DIETs and District Resource Units (DRUs). At the instance of the MHRD, the Council carried out the evaluation of the voluntary agencies that receive grants from the Central Government for implementing the programmes of non-formal education all over the country.

During the year 1991-92, a National Conference was organized which provided a forum for NFE functionaries from the States Governments as well as from voluntary agencies to share their experiences and discuss plans for the future. Steps are being taken for preparation of NFE Profiles of all the States implementing the scheme of Non-Formal Education.

### Education of the Scheduled Castes and Scheduled Tribes

The NCERT continued its activities directed towards promoting the education of Scheduled Castes and Scheduled Tribes. The teaching-learning materials in about eight tribal languages for Classes I and II have been developed in collaboration with the Central Institute of Indian Languages, Mysore. A collection of quotations from the writings of Dr B.R. Ambedkar on Education, with particular reference to the education of the Sc/ST was brought out. The NCERT also carried out evaluation of textbooks used in Himachal Pradesh with a view to eliminating material that may be detrimental to the interests of SCs/STs. This is an on-going project under which teaching-learning materials of all the States are being evaluated.

### Integrated Education of the Disabled

The NCERT established field demonstration using Composite Area Approach to bring maximum number of children with disability who were either excluded from the school or dropped out because of the lack of sensitivity in the school system to their special needs. Ten such demonstration sites were developed in difficult contexts in different parts of the country with the support from the UNICEF and the MHRD under the centrally sponsored scheme of Integrated Education for Disabled (IED) children. During 1991-92, the emphasis remained on the transfer of the know how of providing education using composite area approach to implement the IED scheme in non-project area.

Certain innovatives and experimentation activities in organizing school and classroom for effective teaching were undertaken. These include 'Effectiveness of Teacher Education Resource Pack Based Training Strategies in Terms of Teachers' and Pupil's Attitude to Learning Training and Classroom Achievement', 'Attitude of Educational Administrators and Teachers towards Education of Disabled Children', and 'Effectiveness of the Training Programmes for Anganwadi Workers in Early Identification and Intervention'.

During 1991-92, software for the Computer Assisted Teaching-Learning (CALT) in Hindi was developed under the technology development project funded by the Department of Electronics.

Two sets of video programmes on special needs were also developed. The second series of the programmes is under the teleschool project for parents of mentally retarded students and teachers. The UNESCO Resource Pack on Meeting Special Needs in the Classroom was field-tested and adapted to suit the Indian culture and context. Training programmes in special education for teacher educators from DIETs, Colleges of Teacher Education (CTEs), University Departments of Education and other Teachers Training Institutes were organized. Several advocacy programmes to promote innovative practices in integrated education in teacher education and futuristic perspective on school education/teacher education were organized.

In a National Conference of NGOs in the area of integrated education for the disabled, a number of NGOs came forward with proposals for support of their programmes by the State Governments and the MHRD.

#### Education for Women's Equality

The NCERT renewed its commitment to promotion of girls' education and equality between sexes through suitable intervention in curriculum and teacher education and by assisting the Centre, and the States and the other institutions organizations in implementing forward looking policies and special programmes of girls' education. The research, development, training and extension activities of the NCERT in the field of education of women's equality are primarily geared to universalization of elementary education for girls; promoting equality between sexes in the framework of peace and development; developing positive self-image of girls for leadership and decision making; and promoting participation of girls in non-traditional occupations and vocations. During 1991-92, the strategies in this regard consisted of developing programmes for awareness generation, redesigning curriculum, inputs into teacher education, orientation and training of curriculum developers, providing research and data base for policy planning and implementation, interaction with media, networking with national and international organizations, and acting as National Resource Centre.

A Plan of Action for the SAARC Decade of the Girl Child developed by the NCERT included policy planning and management, curriculum and teacher education and communication strategies.

The UNESCO sponsored Study on Promotion of Girls' Education in Rural Areas analysed various educational and allied indicators at district level and developed a holistic action plan for education of girls in rural areas. Another study on Identification of Factors for Continuance and Discontinuance of Girls in Elementary Schooling presents a graphic picture of educational and social deprivation of poverty groups and highlights positive factors that contribute to continuance of girls education from these very groups.

A seven-week training programme on Methodology of Women's Education was organized by the NCERT for the key level personnel from the State. In the context of providing suitable inputs into teacher education, a state level workshop for teacher educators was organized in Madhya Pradesh. The workshop recommended incorporation of values commensurate with equality between sexes through teaching of subjects and educational theory.

The work on development of exemplar materials for education of women's equality under the series 'Mansi Parichay Mala' and 'Nari Ki Vikas Yatra' continued. A Fact Sheet on Education of the Girl Child in India, incorporating major educational and social indicators, was also prepared and disseminated widely.

#### Education of the Educationally Backward Minority Communities

A Status report on the NCERT inputs for educationally backward minorities schools, as on December 1991, was updated and sent to the MHRD for onward transmission to the Minorities Commission. Besides this, a comprehensive self-contained note on the Scheme of the Educationally Backward Minority Communities, including a historical prospective, aberrations observed in the implementation of the programmes and the outcome of the programme was also submitted to the Minorities Commission.

## NON-FORMAL EDUCATION AND EDUCATION OF GROUPS WITH SPECIAL NEEDS

### **Non-Formal Education**

Non-Formal Education Programmes for the out-of-school children, whether early leavers, drop-outs or children who have not attended school and programmes and strategies for promoting education of the Scheduled Castes and Scheduled Tribes are among the priority areas of work of the NCERT. The central task of the Department of Non-Formal Education and Education of the Scheduled Castes/Scheduled Tribes (DNFE&ESC/ST) is to provide technical and academic resource support to Government and Non-Government agencies engaged in the implementation of the Scheme of the Non-Formal Education 1988. The DNFE&ESC/ST also works in the area of the education of SC/ST. The major programmes and activities carried out by the DNFE&ESC/ST included the following.

#### *Research and Development*

The DNFE&ESC/ST has undertaken research in the relationship between the curriculum and materials, in an attempt to determine how curricular demands

may be reflected in appropriate materials for learners. With the identification of the Minimum Levels of Learning (MLLs) for Primary education, the DNFE&ESC/ST has used the MLLs to strengthen its research activities in the area of evaluation.

In order to experiment with various aspects of Non-Formal Education, and Education of the SC/ST, four Field Stations were established in 1988-89 in Andhra Pradesh, Bihar, Rajasthan and West Bengal with voluntary agencies receiving grants from Ministry of Human Resource Development. These field stations provide real-life laboratory situations where various methodologies, materials and strategies developed by the DNFE&ESC/ST are experimentally tried-out. The DNFE&ESC/ST continued providing technical support to these Field Stations.

The major thrusts of the DNFE&ESC/ST in 1991-92 remained on development of teaching-learning materials as well as the development of proto-types using the MLL statements. The teaching-learning materials for semester III (in the series of materials brought out by DNFE&ESC/ST earlier) were finalized for publication. Under the MHRD financed project, manuscripts of 5 proto-type teaching-learning materials in Hindi were developed.

A series of supplementary materials for bringing about social, emotional and national integration (meant for children completing the NFE programmes) were developed during 1991-92. The Department assisted several State agencies like State Councils of Educational Research and Training (SCERTs) and District Resource Units (DRUs) in the development of teaching-learning materials and training for use in the concerned States.

### *Orientation/Training Programmes for NFE Personnel*

In 1988, the DNFE&ESC/ST identified the training of NFE functionaries as the most critical input necessary for the success of the scheme of Non-Formal Education. The training package with NFE functionaries at various levels was developed, field tested and finalized. The training package has been in use for quite some time for training of nearly 3 lakhs functionaries at various levels all over the country. The package has been translated into 12 regional languages.

The first phase of the training of NFE functionaries under the State Governments and Voluntary Agencies was completed during 1991-92. The DNFE&ESC/ST helped several States to evolve modules of training of various functionaries for phase-II. A number of programmes were held to equip the State agencies in this regard. During this year, emphasis also remained on development of resource team of trainers at the district level, particularly in the District Institutes of Education and Training (DIETs) and DRUs.

### *Community Singing Scheme*

The DFSEC coordinated the activities related to the implementation of the revised programme to promote community singing among Primary and Upper Primary School Children as advised by the MHRD.

A provisional plan of action to implement the community singing programme was

### *Evaluation*

The DNFE&ESC/ST provides technical support to about 400 Voluntary Agencies that receive grants from MHRD for implementing the programmes of Non-Formal Education all over the country. These voluntary agencies have been grouped region-wise and provided training periodically (in each quarter) during 1991-92. At the instance of the MHRD, the DNFE&ESC/ST carried out the evaluation of these voluntary agencies in collaboration with the Field Advisers (FAs) of the NCERT. The results of the evaluation are being analysed.

### *Extension*

The DNFE&ESC/ST organized an annual conference which provides a forum for NFE functionaries from all the State Governments as well as from Voluntary Agencies to share their experiences and discuss plans for the future.

The DNFE&ESC/ST also provides consultancy to the States and voluntary agencies on demand. During 1991-92, consultancy was provided to about 12 states and several voluntary agencies.

### *State Profiles*

The DNFE&ESC/ST has undertaken a project on Preparation of NFE Profiles of all the States implementing the scheme of Non-Formal Education. In the first instance, survey work is being carried out in Jammu and Kashmir and Rajasthan.

During 1991-92, the DNFE&ESC/ST organized several workshops, meetings, orientation and training programmes etc. The details of these programmes are given in Table 1.

prepared and communicated to the Principals of the four Regional Colleges of Education for taking further necessary action.

Before implementing the revised scheme on a wider scale, a part of the package i.e., teaching of one community song in regional language (of the other region) with the help of audio recording and printed material was tried out in two Primary schools in Delhi.

Table i

*Workshops/Working Group/ Meetings/Training/Orientation Programmes organized by the  
DNFE & ESC/ ST during 1991-1992*

S.No	Title of the Programme	Dates	Venue	No. of Participants
1.	Workshop for Preparation of Biographical Reading Material on Eminent SC/Persons	26 September, 1991	New Delhi	3
2.	Profile of Non-Formal Education in J&K and A.P.	2 to 4 December, 1991	New Delhi	7
3.	Field Stations in Bihar (Both Gaya) for Experiments in NFE Methodology	9 to 13 December, 1991	Bodh Gaya	13
4.	Development of Tools and Techniques for Evaluation of NFE Children's Achievement of Level III-IV	16 to 18 December, 1991	New Delhi	15
5.	Field Stations in Memari (W.B.) for Experiments in NFE Methodology	23 to 27 December, 1991	Memari (West Bengal)	10
6.	Workshop for an Analytical Study of Teaching-Learning Materials being used by the States	21 to 24 December, 1991	New Delhi	8
7.	Field Stations in Tirupati (A.P.) for Experiments in NFE Methodology	20 to 24 January, 1992	Tirupati (A.P.)	5
8.	Influence of Curriculum Demands on Material Production in NFE	17 to 19 February, 1992	do -	15
9.	Local specific Aspects of NFE Material	9 to 13 March, 1992	Lucknow	12
10.	Field Stations in Rajasthan, West Bengal, Bihar for Experiments in NFE Methodology- Review Meeting	25 to 27 March, 1992	Puri (Orissa)	8
11.	Development of Instructional Material for NFE-Workshop for Finalization of Mathematics Book III Semester-IV	25 to 29 June, 1991	Begusarai	12
12.	Development of a Manual for Evaluating NFE Children's Achievement at the Primary and Middle Level.	26 to 30 August, 1991	New Delhi	18
13.	Meeting of the Advisory Board of the DNFEESC/ST	8 October, 1991		
14.	Consultancy to States Voluntary Agencies	20 to 24 January, 1992	Tirupati (Andhra Pradesh)	5

<i>S No</i>	<i>Title of the Programme</i>	<i>Dates</i>	<i>Venue</i>	<i>No of Participants</i>
15	Development of Supplementary Reading Material	17 to 21 February, 1992	New Delhi	13
16	Development of Handbook on Identified Effective Practices and Teaching Method used in NFE Centres	27 to 28 February, 1992	New Delhi	11
17.	Local specific Aspect of NFE Material	30 March to 3 April, 1992	Narendrapur	30
18.	Vetting of 16 Regional Versions of Training Manuals for NFE Functionaries	2 to 6 December, 1991	New Delhi	7
19	Development of Teaching-Learning Material for NFE in Hindi	12 to 21 August, 1991	New Delhi	7
20	Development of Teaching Learning Material for NFE in Hindi	26 to 30 August, 1991	New Delhi	2
21.	Development of Teaching Learning Material for NFE in Hindi	9 to 18 September, 1991	New Delhi	9
22.	Development of Teaching Learning Material for NFE in Hindi	27 September to 7 October, 1991	New Delhi	9
23	Development of Teaching Learning Material for NFE in Hindi	28 October to November 1, 1991	New Delhi	5
24.	Development of Teaching Learning Material for NFE in Hindi	11 to 15 November, 1991	New Delhi	6
25	Development of Teaching Learning Material for NFE in Hindi	25 to 29 November, 1991	New Delhi	8
26	Development of Teaching Learning Material for NFE in Hindi	16 to 20 December, 1991	New Delhi	8
27.	Development of Teaching Learning Material for NFE in Hindi	13 to 17 January, 1992	New Delhi	6
28.	Development of Teaching Learning Material for NFE in Hindi	10 to 14 February, 1992	New Delhi	4
29	Development of Teaching Learning Material for NFE in Hindi	3 to 6 March, 1992	New Delhi	4
30.	National Training of NFE Functionaries	13 to 17 May, 1991	Jammu	18
31	National Training of NFE Functionaries	15 to 19 July, 1991	Udaipur	37
32	National Training of NFE Functionaries-Assistant Directors of NFE	15 to 18 July, 1991	Udaipur	11

S No.	Title of the Programme	Dates	Venue	No. of Participants
33.	National Training of NFE Functionaries	5 to 6 September, 1991	New Delhi	26
34.	Resource Development in Voluntary Agencies	12 September, 1991	New Delhi	4
35.	Resource Development in Voluntary Agencies	3 to 7 February, 1992	Udaipur	25
36.	National Training of NFE Functionaries	10 to 14 February, 1992	New Delhi	44
37.	National Training of NFE Functionaries	18 to 19 February, 1992	Tirupati	20
38.	Resource Development in Voluntary Agencies	24 to 28 February, 1992	Trivandrum	26
39.	National Training of NFE Functionaries	2 to 6 March, 1992	Port Blair	31
40.	National Training of NFE Functionaries	9 to 13 March, 1992	New Delhi	18
41.	Resource Development in Voluntary Agencies	23 to 27 March, 1992	Narendrapur	30
42.	Training Programme for NFE Functionaries	3 to 7 February, 1992	Udaipur	45
43.	Consultancy to States and Voluntary Agencies	23 to 27 December, 1991	RCE, Mysore	10
44.	Consultancy to States and Voluntary Agencies	12 to 16 January, 1992	New Delhi	3
45.	Annual Conference of NFE Functionaries	27 to 28 January, 1992	New Delhi	28
46.	Planning Meet of NFE Faculty from Rajasthan	19 to 20 November, 1991	New Delhi	5
47.	Planning Meet of NFE Faculty from U.P	12 to 13 December, 1991	New Delhi	1
48.	Planning Meet of NFE Faculty from Bihar	2 to 3 January, 1992	New Delhi	5
49.	Joint Evaluation Team Meet for NFE	6 to 7 January, 1992	New Delhi	24

## Education of Scheduled Castes and Scheduled Tribes

During 1991-92, the DNFE&ESC/ST carried out evaluation of textbooks used in Himachal Pradesh with a view to eliminate any material that may be detrimental to the interests of the SCs/STs. This is an ongoing project under which teaching-learning materials of all the States are evaluated.

The DNFE&ESC/ST brought out a collection of quotations from the writings of Dr.B.R. Ambedkar on Education with particular reference to the Education of SC/ST. A planning meeting of eminent educationists and writers was convened to develop

an anthology of biographies of the leaders from the SC/ST. These biographies would be published as supplementary reading materials for the children.

The DNFE&ESC/ST has been working for quite some time for development of teaching-learning materials in tribal languages for classes I and II in collaboration with the Central Institute of Indian Languages, Mysore. The teaching-learning materials in about 8 tribal languages have already been developed. Currently the materials in tribal languages of Arunachal Pradesh are being developed. The DNFE&ESC/ST has received request from Manipur for development of teaching-learning materials in 4 tribal languages.

### **Integrated Education of the Disabled**

The National Policy on Education (1986) brought Education of Children with physical and intellectual disabilities under the equal education opportunity provision and the NPE Programme of Action (POA) set with target for universalization of elementary education for children from this doubly-disadvantaged group. The NCERT established field demonstration using Composite Area Approach to bring maximum number of children with disability who were either excluded from the school or dropped out because of the lack of sensitivity in the school system to their special needs. Ten such demonstration sites were developed in difficult contexts in different parts of the country with support from the UNICEF and the MHRD under the centrally sponsored scheme of Integrated Education for Disabled Children. The emphasis during the year under report remained on the transfer of the knowhow of providing education using Composite Area Approach to implement the scheme of Integrated Education for Disabled Children in non-project areas. Innovative research and experimentation activities in organising schools and classrooms for effective teaching were undertaken. To reach out the parents and teachers dealing with children with disability, Teleschool with provision for fortnightly telecast in school programmes was also undertaken. Computer Software in Hindi were also developed for children with low level of intellectual functioning and learning difficulties. Highlights of significant programmes and activities under integrated education of the disabled are described below.

#### *Research and Evaluation*

*Effectiveness of Teacher Education Resource Pack based Training strategies in terms of Teacher and Pupils attitude to Learning Teaching and Class Achievement — A Multisite Collaborative Action Research Project :* The multisite action research project to organize schools and classrooms to meet educational needs of all children including those with special needs was

launched in December 1991. The Coordinators from 22 institutions (DIETs, Colleges of Education, University Departments, Schools and Non-Governmental Organizations working in school education) were provided training in the use of pedagogy to meet individual needs in classroom. The training design, with simultaneous transfer of training effects to practice, guided the design of these studies. The NCERT is providing technical and nominal financial assistance for this project. The first phase of the training and the design of the study has been completed. The study is scheduled to be completed by March 1993.

*Attitude of Educational Administrators and Teachers towards Education of Disabled Children :* The study is being conducted in 11 states covering 47 schools involving 59 administrators, 48 heads of institutions, 37 resource teachers and 96 general teachers. The study revealed that administrators and teachers who had received orientation and were implementing the Unicef assisted PIED or centrally sponsored scheme of IEDC were positive about the education of children with disability in general schools. It suggests that the process of implementation emerging from the field demonstration under the PIED and the implementation of IEDC using this methodology can be used for expansion of the implementation of the scheme of IEDC.

*Effectiveness of the Training Programme for Anganwadi Workers in Early Identification and Intervention:* The four-week training programme for Anganwadi workers was designed to support the project Integrated Education for Disabled (PIED). The study revealed that the Anganwadi workers found functional assessment very useful for them to provide services to young children with disability. They could identify children with support from the PIED project team and helped them for integration in primary schools. They expressed the desire to further upgrade their early intervention skills.



## *Development*

*Development of Computer Software in Hindi :* Under the IED Programme, a series of non-print material was developed during 1991-92. This inter alia include development of Software for the Computer Assisted Teaching-Learning (CALT) in Hindi under the technology development project funded by the Department of Electronics. As no tool in Hindi was available about graphics which are so important for making educational software, a tool titled, 'Shabd Chitra' was developed in Turbo Pascal. During 1990-91, scripts were prepared for the programmes to meet special needs of children. These have been converted into programmes in Turbo Pascal Exercises on Omission, Substitution, etc., in writing language have been developed.

*Development of Video Programmes on Special Needs:* Two sets of programmes were developed during the year 1991-92. The documentation of the demonstration projects was started. The documentation of the process and implementation of PIED in Mizoram was completed under the title 'Saphal Prayas'. The documentation in respect of Haryana is to be edited. The success story of two mentally retarded girls achieving excellence has been documented in a programme 'Naach Man Mere' and another success story of a mentally retarded boy and a girl from Mizoram is to be edited.

The second series of programmes is under the Tele-school project for parents of mentally retarded children and teachers. The programmes on functional academics are being developed at the NCERT. Two programmes were developed during 1991-92 under this activity.

*Indian Adaptation of the Unesco Resource Pack on Teacher Education :* The Unesco Resource Pack on meeting special needs in the classroom, developed in partnership with a team from the NCERT and seven other countries, was field tested

and adapted to Indian culture and context. This material is very useful for child centred education using active learning approach and making learners responsible for their learning. The material, alongwith Course Leaders Guide with Exemplars of Training Methodologies and a Video Programme 'Learning Together', were developed. Details regarding the developmental programmes are given in Table 4.5.

## *Training Programme*

Some training programmes were organized in the area of special education. Besides, the teacher educators from the DIETs and CTEs, the training programmes were also conducted for teacher educators from the university departments of education and other teachers training institutions. The details of training programmes for Special Education faculty in Teachers Training Institutes and Educational Departments etc. are given in Table 4.5.

## *Advocacy*

Several advocacy programmes to promote integrated education for disabled children, innovative practices in teacher education and futuristic perspective on school education, in general, and teacher education, in particular, were organized. The books and reports were disseminated amongst educational administrators, District Institute of Education and Training, Colleges of Teacher Education, Institutes of Advance Studies in Education, University Departments of Education and SCERTs. The activities organized under the IED during 1991-92 are given in Table 4.5.

## *Conference of NGOs on IED*

In pursuance of the recommendations of the National Policy on Education to encourage NGOs to work for integrated education for disabled children, a national conference of presidents and

secretaries was organized. A number of NGOs came forward to submit plans to the State Governments and the MHRD for support of their programmes relating to integrated education for disabled children. Several organizations have already started work in this area.

#### *Consultancy and Support*

NCERT provided consultancy and support to different agencies and organizations for teacher education and special education, such as NIEPA, All Yavar Jung National Institute for Hearing Handicapped, Bombay; National Institute for the Visually Handicapped, Dehradun; National Institute for the Mentally Handicapped, Secunderabad; Rehabilitation Council, New Delhi; Amar Jyoti Charitable Trust, New Delhi and Gwalior; University Departments of Education, Kurukshetra, Banaras, SNDT, Avinashilingam Institute of Home Science, Coimbatore, SRKV College of Education, Coimbatore; all SCERTs, Municipal Corporation of Delhi and Baroda; NIPCCD, Delhi; Thakur Hari Prasad Institute of Rehabilitation, Hyderabad; National Association for Blind, Delhi; Ministry of Welfare, New Delhi; UNESCO and UNICEF

#### *Publications*

The following publications and reports were disseminated to the national and international agencies, institutions and persons:

##### PRINT

1. Education of Children with Seeing Problem: Focus on Remaining Sight

#### *Education of the Educationally Backward Minority Communities*

Under the NCERT's Scheme of Grant-in-Aid for Education of the Educationally Backward Minorities, follow-up action was taken to get utilization certificates from the Regional Resource Centres at the Osmania University and the Aligarh Muslim University in respect of grants for programmes to upgrade teaching competencies of teachers of schools managed by the educationally backward minority communities.

##### MIMEOGRAPH

2. Recommendations of NGOs Conference on IED
3. Multisite Action Research Project on Teacher Education on Special Education to meet Special Need of Disadvantaged Children
4. Report of the Training Programme of DIETs Faculty on Special Needs in the Classroom
5. Report of Mid Term Review of PIED
6. Review of Planning Meeting of POA
7. Impact of Training of Anganwadi Workers on Services for Early Identification and Simulation of Children with Learning Disabilities in Mizoram
8. Training Programme on Special Education for Teacher Educators of DIETs
9. Effectiveness of Resource Pack Based Teacher Training Strategies in Terms of Teacher and Pupil Attitude to Learning Teaching and Class Achievement — A Multisite Collaborative Action Research Project
10. Report of Unesco sponsored Sub-Regional Workshop and Seminar on Special Needs in the Classroom

##### NON-PRINT

11. Telecast of six video programmes in Hindi, Gujarati, Marathi, Oriya and Telugu languages for parents and teachers
12. Telecast of five video programmes on teacher training: Learning Together: Cooperative based approach at international level through UNESCO.

A Status Report on NCERT Inputs for Improving Educationally Backward Minorities' Schools, as on December 1991, was updated and sent to the MHRD for onward transmission to Minorities Commission, New Delhi.

A comprehensive self contained note on the Scheme of Educationally Backward Minority Communities, including a historical perspective, aberrations observed in the implementation of the programmes and the outcomes of the programme, was submitted to the Minorities Commission of the Government of India.

TABLE 1

*Workshops/Seminars/ Conferences/ Training/ Orientation Programmes  
organized by DTESEES during 1991-1992*

S.No.	Title of the Programme	Dates	Venue	No. of Participants
<i>Development</i>				
1	Workshop on Computer Assisted Learning/teaching to Develop Software for Children with Disability	8 to 17 July, 1991	SCERT Haryana	5
2	Development of Video Programmes for Special Needs in Classroom (Expert Group Meetings - 8)	April 1991 to March 1992	NCERT New Delhi	-
<i>Training</i>				
3	Training Programme for the Teacher Educators of DIET Faculty in Special Education	6 to 17 May, 1991	NCERT New Delhi	46
4	Training Programme for Teachers of Manipur in the area of IED	16 to 27 September, 1991	New Delhi	34
5	Training of Coordinators of Multisite Action Research on Special Needs	27 November to 4 December, 1991	RCE, Mysore	39
6	Subregional Workshop and Seminar on Special Needs in the Classroom	18 to 25 November, 1991	NCERT, New Delhi	17
<i>Advocacy and Dissemination</i>				
7	National Seminar on School Education	18 to 19 September, 1991	NCERT New Delhi	85
8	Seminar Reading Programme	2 to 4 April, 1992	NCERT New Delhi	13
9	National Workshop of NGOs to Promote Integrated Education of Disabled Children	3 to 5 September, 1991	NCERT New Delhi	25
10	Statewise Meeting of the Educational Administrators	6 to 7 December, 1991	Udaipur	32
11	Interstate Visits of Project Team for On-the-Spot Sharing of Experiences	3 to 4 September, 1991	Bhiwani	30

### **Education for Women's Equality**

The NCERT stands committed for promotion of girls education and equality between sexes through suitable interventions in curriculum and teacher education. The Department of Women's Studies (DWS) assists the Centre and the States in implementing forward looking policies and special programmes of girls' education

The year 1991 marked the beginning of the SAARC Decade of the Girl Child. The DWS, NCERT was designated as a nodal point for Women's Education in India within the framework of the SAARC activities. This provided a new perspective for formulating goals, priorities, strategies and programmes for the decade 1991-2000, keeping in view the overall national plan priorities and targets

The research, development, training and extension activities of the DWS are primarily geared to the universalization of elementary education for girls, promoting equality between sexes in the framework of peace and development; developing positive self image of girls; preparing girls for leadership and decision making and promoting participation of girls in non-traditional occupations and vocations. The strategies in this regard consisted of developing programmes for awareness generation, re-designing curriculum; inputs into teacher education; orientation and training of curriculum developers and textbook writers; providing research and data base for policy planning and implementation; interaction with media; networking with national and international organizations, Universities, Departments of Education, Voluntary Organizations, and acting as a National Resource Centre.

The DWS developed a detailed plan of action for the SAARC Decade of the Girl Child in consultation with the State Education Secretaries and the Directors of Education and eminent persons drawn from governmental and non-

governmental organizations such as MHRD, Planning Commission, NIEPA, NIPCCD, World Bank, UNICEF, UNDP, Joint Women Programmes and Universities. Among other things, the Plan of Action included Policy Planning and Management, Curriculum and Teacher Education and Communication Strategies. The consultative meeting also recommended that funds for girls education in rural areas should be earmarked separately, particularly for those States that were lagging behind in girls' education.

The Department completed the UNESCO sponsored National Study on Promotion of Girls Education in Rural Areas. The study analysed various educational and allied indicators at District level and developed a holistic action programme for education of girls in rural areas. The study highlighted real picture about education of girls in rural areas specially those belonging to deprived groups and living in remote areas. The study also formed the basis for developing the Country Paper for the Planning Meeting for Promoting Primary Education of Girls and Disadvantaged Groups in Rural and Remote Areas. The Paper was presented at the Planning Meeting held at Chiangmai, Thailand from 30 July to 8 August, 1991. A project of three years duration was developed in this Planning Meeting which is being financed by the UNESCO Regional Office, Bangkok.

At the instance of MHRD, the DWS conducted a major research study on Identifying Factors for Continuance and Discontinuance of Girls in Elementary Schooling. The study conducted in four regions, namely, Delhi, Bombay, Rajasthan and Orissa covered about 4000 households and over 10,000 girls in urban slums and impoverished rural groups. The study not only presents a graphic picture of the educational and social deprivation of poverty groups but also highlights positive factors that contribute to continuance of girls' education from these very groups.

The lowest sex ratio of the present century

as revealed by the 1991 census sent shock waves to all concerned with the welfare and well being of women. The Department responded by organizing a one-day seminar which was attended by 80 experts from various fields to examine the implications of this phenomena for education and media. It was observed that the sex ratio and literacy rate were positively related, thus reiterating the need for further support for education of girls and women. The seminar also recommended for compulsory registration of births, deaths and marriages as a possible measure for improving the situation, besides banning sex determination tests.

The Department organized a seven-week training programme on Methodology of Women's Education primarily for preparation of key level personnel in the States. Some of the major outcomes of the programmes included Preparation of Status Papers on Women's Education and Development; Development of Guidelines for Textbook Writers for Removal of Sexist Bias from the Textbooks; Evaluation of NCERT Textbooks of the Primary Stage from the Standpoint of Elimination of Sexist Bias; and Preparation of Action Based Project on Women's Education and Development by the participants.

The Department continued strengthening the data base for girls' education and development with focus on deprived groups, rural poor and urban slums. A Fact-Sheet on Education of the Girl Child in India incorporating major educational and social indicators was also prepared and disseminated widely.

In the context of providing suitable inputs into teacher education, the DWS organized a State level workshop of Teacher Educators in Madhya Pradesh in collaboration with the Institute of Advanced Studies in Education of the Devi Ahilya Bai Vishwavidyalaya, Indore. The workshop recommended incorporation of values commensurate with equality between sexes through teaching of subjects and educational theory.

The Department developed exemplar materials for education of women's equality under two major series, viz. *Manasi Parichay Mala* and *Nari Ki Vikas Yatra*.

The DWS participated in audio-visual programmes on girls education and aspiration levels and removal of gender discrimination. These inter alia include 12 radio programmes pertaining to improving aspiration level of girls and other issues relating to universalization of primary education of girls from deprived groups.

In addition to the above mentioned programmes/activities, the faculty of DWS participated in certain other meetings and programmes, including organization of a special exhibition on "Education for Women's Equality" in collaboration with UNICEF at the NCERT Campus on 12-13 March, 1992.

## Publications

1. *Drishhti or Disha*
2. *Maithilisharan Gupt Ke Kavya Main Nari Ki Samvedna*
3. *Adhunik Hindi Kavya Main Nari Ki Chhavi (Bhartendu Se Lekar Swatantra Purv Tak)*
4. *Adhunik Hindi Kavya Main Nari Ka Bumb*
5. *Image of Women in Tamil Fiction*
6. *Image of Women in Oriya Short Stories*
7. *Image of Women in Urdu Literature*
8. *Women in Science, Technology and Medicine*
9. *Indian Women in Sports and Games*
10. *Report of the Unesco Sponsored Study on Universalization of Primary Education of Rural Girls in India*
11. *Draft Report on the Study of Factors for Continuance and Discontinuance for Girls in Elementary Schooling.*

The details of workshops, training/orientation programmes etc. organized by the DWS during 1991-92 are given in Table 3

TABLE 3

*Workshops/Meetings/Training/Orientation Programmes  
organized by DWS during 1991-1992*

S.No	Title of the Programme	Dates	Venue	No of Participants
1.	Implementation of Policies for Promotion of Girls Education			
	i) Seminar on Declining Sex Ratio	6 May, 1991	NCERT, New Delhi	80
	ii) Collaborative Programme with States/UTs, Voluntary Organisations, Women's Studies Centres (Developing Collaboration between Govt. NGO's for Promotion of Girls Education in Himachal Pradesh)	17 to 19 June, 1991	Shimla	25
	iii) Consultative Meeting on Preparation of State and District Level Action Plans for Education and Development of the Girl Child during SAARC Decade 1991-92	23 to 24 December, 1991	NCERT, New Delhi	65
2.	Study on Factors for Continuance and Discontinuance of Girls in Elementary Schooling			
	i) Meeting to finalise the Questionnaire in the Light of Comments received from all Quarters	7 to 8 May, 1991	NCERT, New Delhi	16
	ii) Meeting of Coordinators	23 to 24 September, 1991	NCERT, New Delhi	6
	iii) Orientation Programme for JPFs	25 to 30 September, 1991	NCERT, New Delhi	19
	iv) Meeting of Coordinators	4 to 5 March, 1992	NCERT, New Delhi	4
	v) Meeting for Analysis of Data and Preliminary Findings of the Study	31 March to 3 April, 1992	NCERT, New Delhi	16
3.	Training Programme on Methodology of Women's Education and Development	15 July to 5 September, 1991	NCERT, New Delhi	20
4.	Workshop on Development of Inputs into Teacher Education	27 to 29 February, 1992	Indore	40

# ***III***

***NON-FORMAL EDUCATION AND  
EDUCATION OF GROUPS WITH SPECIAL NEEDS  
(SC/ST, Minorities, Disabled & Girls)***

***1992-93***





## AN OVERVIEW

### Non-Formal Education

The NCERT provides technical and academic resource support to government and non-government agencies at the State level and District level as well as to voluntary agencies engaged in non-formal education and education of the scheduled castes and the scheduled tribes. Under a programme for linking curriculum with local demands of learners groups, data are being collected from Uttar Pradesh, Bihar, Madhya Pradesh and Rajasthan. Regional planning meetings were organised for development of 17 small booklets in the form of games, quizzes, plays and riddles, etc. The State of Karnataka was assisted in preparation of Primers in Kannada based on MLLs for use in Total Literacy Campaign (TLC). Instructional materials in the form of textbooks, charts and comic books are being developed. A film on teaching of language under NFE was developed. These materials are innovative in the sense that they enable the children for self-study. Under an MHRD-assisted programme of production of integrated teaching-learning materials for NFE, based on MLLs, five books have been developed. Several training programmes were organised for training in NFE for personnel/functionaries from SCERTs, DIETs and voluntary agencies.

In order to experiment with various aspects of NFE, the NCERT continued providing technical support to the Field Stations. Tools have been developed for collection of basic data on NFE learners, their learning styles and group specific teaching-learning strategies adopted by voluntary organisations. Workshops were organised for identification of group specific teaching-learning strategies. The Field Stations have helped in identification of local specific learning materials in the form of popular stories, children's games, riddles, etc for inclusion in the NFE booklets. Keeping in view the demands of the NFE system, the manuscript of a manual for pupil evaluation with focus on MLLs has been developed. The evaluation tools for children entering NFE Centres were field-tested. Tests for evaluation of children's achievement at entry point and at Classes I-IV were field-tested.

The NCERT coordinated evaluation work of about 400 voluntary agencies all over the country that are receiving financial assistance from the MHRD for NFE programmes. The evaluation report of 257 voluntary agencies was submitted to the MHRD. The Council is also coordinating the work of pre-sanction appraisal of NFE projects submitted by voluntary agencies to the MHRD for grant-in-aid. An annual conference on NFE organised by the NCERT discussed certain important issues like MLLs as base of NFE, NFE vis-a-vis Total Literacy Campaign, and strengthening of State and district level organisations.

### Education of the Scheduled Castes and Scheduled Tribes

A training course for NFE key persons engaged in the education of SCs was organised. The States have been requested to initiate follow-up action based on orientation courses organised for NFE key persons.

Five workshops were organised for evaluation of teaching-learning materials for Classes I to VIII and for NFE, prescribed in Himachal Pradesh, Madhya Pradesh, Uttar Pradesh, Rajasthan, Bihar, Haryana and A.N. Islands from the standpoint of material prejudicial to SCs and from the standpoint of national integration. A project on evaluation of training programmes in tribal education organised by the NCERT during the last two decades has also been undertaken.

### Integrated Education of the Disabled

Work on Multi-Site Action Research Project, 'Effective School for All', and 'Curriculum-based Assessment and other Tools for Monitoring Progress of Achievement in PIED' continued. 'A Study of School Drop-outs and Pupil's Achievement in PIED and Non-PIED Blocks' is in progress.

Work on (i) Adaption of Physical Education and Sports Activities for the Disabled, (ii) Development of Intervention Strategies for Learning Disabled Children, and (iii) Development of Curriculum-based Test Items for Classes I to V in Hindi, EVS I and II

and Mathematics for the Disabled, continued. A training programme on Special Education for DIETs faculty was also organised.

#### Education for the Girl Child

The NCERT assists the Centre and the States in formulation and implementation of forward-looking policies and special programmes of girls' education. These programmes are primarily geared to sensitisation and orientation of key persons, elimination of sex bias from textbooks; development of handbooks for teachers, teacher educators, curriculum developers and educational planners; preparation of the inventory of innovative projects, and dissemination of innovative experiences. In a national workshop on Implementation of the National Policy on Education, various aspects related to policy/programme and management, curriculum and its transaction with focus on elimination of gender bias from curriculum materials and positive inputs into teacher education for education of women's equality, and empowerment and parameters for database were identified.

Four regional studies on 'Factors for Continuance and Discontinuance of Girls in Elementary Schools in Rajasthan, Orissa, Maharashtra and Delhi' in impoverished urban slums and rural areas presented a graphic picture of educational and social deprivation of poverty groups and highlighted positive factors which contribute to continuance of girls in schooling from these groups. Poverty, compelling demand for household work, care for siblings and illiteracy of parents constituted the major reasons for discontinuance of girls in schooling. Other important factors were non-availability of schooling facilities within the habitations, teachers' behaviour, non-availability of female teachers and separate schools for girls, irrelevance of curriculum and failure in examinations. The study suggested that strong steps should be taken to counteract discriminatory attitude and practices against the girl child.

In order to meet the growing needs of preparing

key educational personnel engaged in women's education in the States, four inservice training programmes on Methodology of Women's Education and Development have so far been conducted by the NCERT in which over 100 key persons have been trained. Several short duration orientation programmes were also conducted for State personnel during 1992-93.

Under a UNESCO-sponsored innovative project on 'Promotion of Primary Education of Girls and Disadvantaged Groups in Rural and Remote Areas' a study on drop-out and non-enrolment among girls in rural Haryana was carried out in 11 villages of three low rural female literacy districts. Besides developing training materials, a Workshop of District Primary Education Officers was also organised to ascertain perception of the practitioners on issues of Universalisation of Primary Education (UPE) and gender equality.

Besides participation of the NCERT faculty in the meetings of Education Secretaries on NPE, POA and several other National Committees, technical advice was given on major Primary Education Projects, viz Uttar Pradesh Basic Education Project, Bihar Education Project, Madhya Pradesh Primary Education Project and for formulation of District Primary Education Projects under Social Safety Net (SSN). At the request of the Governments of Uttar Pradesh and Haryana, the NCERT carried out evaluation of their Primary school textbooks from the standpoint of removal of sex bias.

## NON-FORMAL EDUCATION AND EDUCATION OF GROUPS WITH SPECIAL NEEDS

*Non-Formal Education and Education of Scheduled Castes and Scheduled Tribes*

Research, development, training and extension in Non-Formal Education as a strategy for achieving universal elementary education, particularly universal primary education, is a function which the NCERT has been fulfilling for many years. The Department of Non-Formal Education and Education of the Scheduled Castes and Scheduled Tribes (DNFEESC/ST) has carried forward various programmes and schemes of the Government of India in these two areas. The Department provided technical resource support to all agencies at the State level and District level as well as to voluntary agencies engaged in Non-Formal Education and Education of the Scheduled Castes and the Scheduled Tribes.

*Research*

The DNFEESC/ST organised a two-day national symposium on the Current Status of Research in Non-Formal Education and developed a perspective plan for the Eighth Five Year Plan in the area of Research in Non-Formal Education.

*Development*

Under a programme for linking curriculum with local demands of learning groups, and creation of related materials, the data are being collected from the States of Uttar Pradesh, Bihar, Madhya Pradesh and Rajasthan. In the context of a programme on production of enrichment material for NFE learners, regional planning meetings were organised at Bhubaneswar, Thiruvananthapuram, Shimla and Pune. Materials from each region were identified and analysed. Drafts of 17 small booklets in the form of Games, Quizzes, Plays and Riddles, etc. were developed.

Under the programme for providing technical resource support to various States in the production of NFE instructional materials, including audio-visual materials, the DNFEESC/ST helped the State of Karnataka in the development of the Primers in

Kannada based on Minimum Levels of Learning (MLLs) for use in the Total Literacy Campaign (TLC) for the NFE sector of the programme. These Primers, inter alia, include a note for the NFE Instructors on transactional strategies. The textual material and exercises are in the form of a Workbook. These books are being widely used in the State. The Department has also helped one of the leading voluntary organisations in West Bengal in developing a Primer in Bengali for out-of-school children in remote rural settings.

Under the programme for producing teaching-learning materials for NFE as a part of an on-going programme, the Semester II (equivalent to Class III of the Formal Education system) instructional package has been developed. Twenty-two charts and a set of eight comic books have been sent for publication. The manuscripts of the textbooks and Instructors' Activity Manual have also been developed. The work on development of materials for Semesters III and IV is in progress. These materials provide immense potential of variety in NFE system and are distinctively innovative in the sense that they enable the children for self-study thereby providing more time to the instructor for the learner groups. Certain Comic Books have also been developed to partly replace textbooks.

Under a special programme funded by the MHRD for production of integrated teaching-learning materials for NFE based on Minimum Levels of Learning (MLLs), five of the eleven books that were planned have been developed in 10 Working Group Meetings. Of these, two books, one each in Language and Mathematics, have been published.

*Training*

The DNFEESC/ST trained personnel from the SCERTs of Tamil Nadu, Karnataka, Andhra Pradesh, Orissa and Uttar Pradesh on the aspects of NFE programme. With a view to develop academic resource in the District Resource Units (DRUs) of DIETs, the DNFEESC/ST trained the Directors of SCERTs and Principals of DIETs from the States of Goa, Manipur, Mizoram, Sikkim

and Tamil Nadu. In order to develop resource support in Voluntary Agencies, the Department trained functionaries from several Voluntary Agencies in Bihar, Gujarat, Uttar Pradesh and Maharashtra.

### *Extension*

The DNFEESC/ST has identified four Voluntary Organisations located in the four regions of the country and designated them as its Field Stations. These organisations provide real life laboratory situations where the methodologies, materials and teaching-learning strategies evolved by the Department are tried out.

During 1992-93, the DNFEESC/ST has developed several tools for collection of basic data on NFE learners, their learning styles and group specific teaching-learning strategies adopted by Voluntary Organisations. In this connection, workshops were organised at Gandhi Vidya Mandir, Sardarshahar, Rajasthan, and Lok Shiksha Parishad, Narendrapur, West Bengal, for identification of group specific teaching-learning strategies and for analysis of data. These Field Stations have helped in identification of local specific learning materials in the form of popular stories, children's games, riddles, etc. for inclusion in booklets that are under preparation. The Field Station teams were also involved in certain national and regional level programmes of the DNFEESC/ST. These Field Stations provide infrastructural facilities and other logistic support to the DNFEESC/ST in organisation of various programmes of research, development and training. It is being planned to increase the number of such Field Stations to provide opportunities for extension and experimentation in Non-Formal Education methodologies.

### *Evaluation*

Keeping in view the demands of the NFE system, the DNFEESC/ST has developed the manuscript of a Manual for Pupil Evaluation including Test Items for Primary level with focus on the Minimum Levels of Learning. The evaluation tools for children entering Non-Formal education centres receiving instruction in these

centres developed earlier were field tested and analysis of the field results was done during 1992-93.

### *State Profiles*

For developing a resource base, a programme of developing Profiles for Non-Formal Education in different States was initiated. The NFE Profile in respect of Rajasthan State is being prepared.

### *Film on NFE*

The Department is producing a series of training films on Non-Formal Education. The third film in the series on teaching of Language is under process in collaboration with the CIET. The script has been finalised. The film is in editing stage.

### *Evaluation of Non-Formal Education Programmes Run by Voluntary Agencies and Supported by MHRD*

The DNFEESC/ST, in collaboration with the Field Advisers, NCERT, has coordinated the evaluation work in respect of about 400 Voluntary Agencies all over the country that are receiving financial assistance from the MHRD for Non-Formal Education programmes. The Evaluation Reports in respect of 257 Voluntary Agencies have been sent to the MHRD.

### *Pre-sanction Appraisal of Voluntary Agencies*

The DNFEESC/ST has also been entrusted with the responsibility of coordinating the work of pre-sanction appraisal of the projects submitted by Voluntary Agencies to the MHRD for grants-in-aid under the Scheme of Non-Formal Education. The appraisal reports in respect of Voluntary Agencies in Gujarat, Kerala, Karnataka, Madhya Pradesh, Assam and Orissa have been received from the NCERT Field Advisers and transmitted to the MHRD.

### *Annual Conference on Non-Formal Education*

An annual conference on Non-Formal Education was held from 11 to 12 March 1993. The focus of the

conference remained on three important issues, viz (i) MLLs as a base of NFE, (ii) NFE vis-a-vis Total Literacy Campaigns, and (iii) Strengthening of State and District level organisations.

## *Education of Scheduled Castes and Scheduled Tribes*

A five-day training course for NFE Key Persons engaged in the education of Scheduled Castes was organised. A training manual as an additional input was developed earlier for such programmes. The States have been requested to initiate follow-up action based on the orientation course organised for the NFE Key Persons of SIEs and SCERTs of Uttar Pradesh, Madhya Pradesh and Rajasthan.

The DNFEESC/ST conducted five Workshops for evaluation of teaching-learning materials for Classes I to VIII and for NFE prescribed in Himachal Pradesh, Madhya Pradesh, Uttar Pradesh, Rajasthan, Bihar, Haryana, and Andaman and Nicobar Islands from the standpoint of material prejudicial to the Scheduled

Castes as also from the standpoint of national integration. The evaluation reports are regularly transmitted to the concerned State Governments for appropriate action.

During 1992-93, teaching-learning materials in four tribal dialects of Arunachal Pradesh, i.e. Adi, Nising, Monpo and Khampli, were developed.

The DNFEESC/ST has taken up a project to evaluate the training programmes in tribal education carried out in the NCERT in the last two decades. A review meeting was organised in September 1992, where experts in tribal education, anthropology, linguistics as well as activists were invited to advise the Department. The Department has now prepared course outlines for programmes for training of functionaries in Tribal Education at different levels.

During 1992-93, the DNFEESC/ST organised several workshops, meetings, seminars, conferences, training and orientation programmes. The details of these programmes are given in Table I.

TABLE I

Workshops/Meetings/Seminars/Conferences/Training/Orientation  
Programmes Organised by the DNFEESC/ST during 1992-93

S.No	Title of the Programme	Dates	Venue	No. of Participants
1	National Symposium on Study of Present State of NFE			
1.1	Planning Group Meeting	9 September 1992	NCERT New Delhi	6
1.2	National Symposium 1993	10 to 11 February New Delhi	NCERT	19
2	Annual Conference on Non-Formal Education	11 to 12 March 1993	NCERT New Delhi	28
3.	Orientation of Key Persons Engaged in the Education of Scheduled Castes			
3.1	Vetting Group Meeting to finalise the Training Manual for Key Persons engaged in the Education of SCs	28 September to 1 October 1992	NCERT New Delhi	6

<i>S No</i>	<i>Title of the Programme</i>	<i>Dates</i>	<i>Venue</i>	<i>No. of Participants</i>
	3.2 Second Meeting to Finalise the Training Manual	2 to 3 February 1993	NCERT New Delhi	8
	3.3 Meeting to Finalise the Training Manual	26 to 30 March 1993	NCERT New Delhi	10
4	Development of Enrichment Material for NFE Programme - Small Booklets with Children's Games, Quiz and Street Play			
	4.1 Planning Meeting of North East and Eastern States	9 to 10 June 1992	Centre for Youth and Social Development Bhubaneswar	16
	4.2 Planning Meeting of Southern States	15 to 16 June 1992	Mitra Niketan Thiruvananthapuram	6
	4.3 Planning Meeting of Northern States	22 to 23 June 1992	Field Adviser's Office Shimla	7
	4.4 Planning Meeting of Western States	29 to 30 June 1992	Indian Institute of Education, Pune	10
	4.5 Workshop for Identification and Analysis of Local Specific Material	29 January to 3 February 1993	RCE, Mysore	14
	4.6 Development of Booklets in the form of Poems, Stories, Games, Riddles, etc	22 to 26 February 1993	RASS, Tirupati	11
5	Training Course in Tribal Education			
	5.1 Review and Planning Meeting	24 to 25 September 1992	NCERT New Delhi	8
6	Preparation of Textbooks in Tribal Dialects and Teaching Learning Material in Tribal Languages			
	6.1 Workshop for Development of NFE Learning Material in four Tribal Languages	22 April to 1 May 1992	GISS, Itanagar	3
7	Training of NFE Faculty of SCERTs			
	7.1 Orientation Programme of the NFE Faculty of SCERTs of Southern States	25 to 29 May 1992	NCERT New Delhi	6
	7.2 Orientation Programme for SCERTs of Eastern States	10 to 14 August 1992	NCERT New Delhi	7
	7.3 Evaluation of the NFE Programme	14 to 15 September 1992	NCERT New Delhi	15

<i>Title of the Programme</i>	<i>Dates</i>	<i>Venue</i>	<i>No. of Participants</i>
Analytic Study of Teaching Learning Material being used by the States in the Area of NFE/FE to find out objectionable Material from the Point of View of the SCs and National Integration			
8.1 Workshop for an Analytic Study of Total Literacy Mission (TLM) of Madhya Pradesh State	8 to 11 June 1992	NCERT New Delhi	11
8.2 Workshop for an Analytic Study of Total Literacy Mission (TLM) of Rajasthan State	6 to 9 October 1992	NCERT New Delhi	5
8.3 Workshop for an Analytic Study of Total Literacy Mission (TLM) of Rajasthan State	22 to 25 February 1993	Jaipur	12
8.4 Workshop for an Analytic Study of Total Literacy Mission (TLM) of Andaman and Nicobar Islands	10 to 13 March 1993	Narendrapur West Bengal	18
8.5 Workshop for an Analytic Study of Total Literacy Mission (TLM) of Uttar Pradesh, Bihar and Haryana	31 March to 3 April 1993	NCERT New Delhi	27
Development Manual for Evaluating NFE Children's Achievement at Primary and Middle Level	19 to 23 October 1992	NCERT New Delhi	12
Development of the Profile of NFE Programme in Rajasthan			
10.1 Working Group Meeting of the ADs of NFE for Preparation of NFE Profile of Rajasthan	17 to 18 November 1992	Chittorgarh	27
10.2 Working Group Meeting of Incharges of DRUs	19 to 20 November 1992	Chittorgarh	21
Development of Instructional Materials for NFE			
11.1 First Workshop for Developing Instructional Materials	12 to 16 October 1992	NCERT New Delhi	14
11.2 Development of Instructional Materials for NFE	26 to 30 December 1992	Udaipur	27
Field Station for Experiments in NFE Methodology—Evolving Group Specific Teaching Learning Strategies for NFE Programme			

S No	Title of the Programme	Dates	Venue	No. of Participants
	12.1 Workshop for Identification of Group Specific Teaching Learning Strategies	4 to 8 November 1992	CVM, Sardarshahar Rajasthan	6
	12.2 Workshop for Identification and Analysis	12 to 16 February 1993	LSP, Narendrapur West Bengal	10
13	Resource Development in States and Voluntary Agencies			
	13.1 Translation of Training Package in Gujarati	11 to 20 May 1992	NCERT New Delhi	1
	13.2 Finalisation of Gujarati Translation of Training Package	8 to 11 June 1992	NCERT New Delhi	2
	13.3 Orientation Programme for Voluntary Agencies of Gujarat State	29 June to 1 July 1992	Gujarat Vidyapeeth Ahmedabad	32
	13.4 RD in State and Voluntary Agencies	21 to 25 September 1992	Literacy House Lucknow	26
	13.5 Workshop for development of Kannada Primer-I	16 to 20 November 1992	NCERT New Delhi	6
	13.6 Orientation of Senior NFE Functionaries of Voluntary Agencies	4 to 8 January 1993	MSCERT Pune	25
	13.7 Kannada Primer-II	5 to 9 January 1993	CIL Mysore	7
	13.8 Workshop for Finalisation of Kannada Primer-III	25 to 28 January 1993	NCERT New Delhi	5
	13.9 RD in States and Voluntary Agencies	29 to 31 March 1993	NCERT New Delhi	22
	13.10 RD in States and Voluntary Agencies	22 to 27 March 1993	SWRC, Tiloma Rajasthan	2
14	Film on NFE Teaching Learning of Language and Numeracy at NFE Centres	29 to 30 March 1993	NCERT New Delhi	4
15	Training of DRU Faculty	4 to 5 February 1993	NCERT New Delhi	9
	15.1 Meeting of the Principals of SIETs and Directors of SCERTs	4 to 5 February 1993	NCERT New Delhi	9



# 1992-93

S No	Title of the Programme	Dates	Venue	No. of Participant
16	National Training Programme for NFE Functionaries			
16.1	Training of District NFE Officers of Uttar Pradesh	7 to 9 October 1992	SIE, Allahabad	31
16.2	Training of District NFE Officers of Uttar Pradesh	10 to 12 October 1992	SIE, Allahabad	20
16.3	Review of Training Manual in Marathi, Konkani, Malayalam and Punjabi Languages	28 October to 2 November 1992	NCERT New Delhi	6
16.4	Training of NFE Resource Persons	22 to 26 February 1993	NCERT New Delhi	21
16.5	Training of NFE POs (Government Sector)	15 to 19 March 1993	DIET Khurda, Orissa	59
16.6	Orientation of NFE Key Persons	15 to 19 March 1993	NCERT New Delhi	30
16.7	Orientation of NFE Key Persons for Bihar	22 to 26 March 1993	NCERT New Delhi	31
17	DTLM (MHRD)			
1	Workshop for Development of two Language, two Mathematics and one EVS Books	22 April to 11 May 1992	NCERT New Delhi	5
2	Workshop for Finalisation of Manuscripts of Language, Mathematics and Environmental Studies	11 to 15 May 1992	NCERT New Delhi	5
3.	Workshop to Finalise the Art Work related to Book-I of Language and Mathematics	1 to 5 June 1992	NCERT New Delhi	5
4	Workshop for Development of Exercise for Various Lessons of Book-II of Language and Mathematics	22 to 26 June 1992	NCERT New Delhi	—
5	Workshop for Refinement of Lessons of Book-II of Language and Mathematics	24 to 28 August 1992	NCERT New Delhi	—
6	Workshop for Finalisation of Art Work for Book-II	14 to 18 September 1992	NCERT New Delhi	—
7	Workshop for Refinement of Environmental Studies Book - I	16 to 20 November 1992 7 to 16 December 1992 11 to 15 January 1993 10 to 13 March 1993	NCERT New Delhi	— 5 6 4

### *Integrated Education of the Disabled*

#### *Adaptation of Physical Education and Sports Activities for Children with Disability*

Following the earlier guidelines for adjustment of curriculum and adaptation of teaching children with physical and mental impairments, the Department of Teacher Education and Special Education (DTESE), NCERT worked on the adaptation of Physical Education and Sports activities for children with disability integrated in the general school system. The curriculum in Physical Education developed by the NCERT for Classes I to VIII was used as basis of developing the guidelines.

#### *Development of Intervention Strategies for Learning Disabled Children*

Learning disability is identified in the school since it pertains to specific learning difficulties in Language and Arithmetic. The work done at the Primary stage was followed up by taking this exercise to pre-school situation.

#### *Training Programme on Special Education for DIETs Faculty*

A two-week training programme on Special Education was organised for DIETs faculty, under the Centrally Sponsored Scheme of Integrated Education of Disabled Children (IEDC), to facilitate and realise the objective of 'Education for All'. During training, the teacher educators were equipped with new teaching skills and methods of curriculum transaction that might be helpful to meet the special needs of disabled children. The follow-up revealed that the teacher educators had been practising child-to-child help, parents' participation, peer tutoring, cooperative learning and community involvement strategies in teaching-learning.

#### *Inter-State Visit of Project Team Under PIED*

The teams working on the Project on Integrated

Education of Disabled (PIED) in Tamil Nadu, Maharashtra, Nagaland, Mizoram, Rajasthan, Gujarat and the Union Territory of Delhi, visited Bhiwani Block of Haryana in September 1992 to study the functioning of the project. The interaction enriched the experience of the team members with special reference to special needs of disabled children and the factors affecting integration in classroom learning.

#### *Consultancy*

The faculty of the DTESE working on the IED Programme provided support and consultancy to (i) the SCERTs/SIEs, and Special Education institutes/individuals/organisations particularly to help and guide disabled people for effective education and rehabilitation in IED project; (ii) the State Department of Education, West Bengal and SCERT, Aizwal on PIED Budget proposals and IED programme; (iii) the University Department of Education, Chitrakut, Madhya Pradesh to develop and finalise B.Ed (Special Education) Curriculum; (iv) the Blind Men's Association, Ahmedabad in organising workshop on Development of Science Equipment and Relevant Instructional Material for Visually Handicapped Children; (v) the Regional College of Education, Bhubaneswar in conducting Multicategory Training Programme and in Reviewing of IED Scheme in West Bengal; and (vi) the UNESCO in developing and trying out the Resource Pack on 'Special Needs in the Classroom'.

#### *Education of Girl Child*

The NCERT stands committed for promotion of girls' education and equality between sexes through suitable interventions in school education curriculum. The Department of Women's Studies (DWS), NCERT, assists the Centre and the States in formulation and implementation of forward-looking policies and special programmes of girls' education.

The programmes and activities of the DWS are primarily geared to sensitisation and orientation of key education personnel, including teacher educators, educational planners and administrators, on education for women's equality; elimination of sex bias from textbooks; development of guidelines and Handbooks for teachers, teacher educators, curriculum developers and educational planners, promotion of gender equality through development of exemplar materials, orientation of curriculum developers, textbook writers and educational planners; inculcation of positive self-image in the girl child, development of school-based action programme for equality between sexes and media support using interactive processes and working in close liaison with the experts in related areas; development of inputs into teacher education curriculum and preparation of inventory of innovative projects, and dissemination of innovative experiences. The Department works in close collaboration with the constituent units of NCERT, MHRD, Planning Commission, Department of Women and Child Development, NIEPA, Women's Studies Centres, Women's Universities, Faculties of Education and Voluntary Agencies in the area of girls' education and provides consultancy to the national and State government and international agencies. During the year 1992-93, the thrust of the programmes of Department of Women's Studies remained on operationalisation of strategies for education for women's equality and empowerment.

### *National Workshop on Implementation of NPE*

In this national workshop, issues and problems relating to girls' education in respect of early childhood care and education; universalisation of elementary education, and diversification of secondary level education were identified. Various aspects related to policies/programmes and management, curriculum and its transactions with focus on elimination of gender bias from curriculum material, positive inputs into teacher education for education of women's equality and

empowerment and parameters for database were identified

### *NPE Implementation Collaborative Programmes*

A National Workshop on Education and Development of Rural Women and Girls was organised in Udang, West Bengal in collaboration with a voluntary organisation to evolve effective strategies in sensitising the government and non-governmental agencies and social activists for promoting education for gender equality and women's empowerment. In keeping with the thrust on micro-level planning, district educational functionaries were sensitised on gender issues. A training programme on methodology of women's education and development for district level educational functionaries equipping them with specialists skills of data analysis, gender sensitive district action plan formulation, and removal of gender bias from curriculum was organised. Awareness generation programmes for education for women's equality and empowerment were organised for school Headmasters and Principals of Senior Secondary schools in the Union Territory of Delhi

### *Development*

The following materials were developed during 1992-93:

- (i) Manual on Methodology of Women's Education and Development
- (ii) Handbook on Education for Women's Equality and Empowerment for Elementary Teachers (Hindi and English)
- (iii) Handbook on Education for Women's Equality and Empowerment for Secondary School Teachers
- (iv) Handbook on Women's Education and Equality and Empowerment for Teachers of Urdu Language
- (v) *Maansi Parichay Mala* for the Age-group 14-18 on Portrayal of Women in Hindi Literature

- (vi) *Manasi Parichay Mala: Portrayal of Women in Tamil Fiction*
- (vii) *Manasi Parichay Mala: Portrayal of Women in Oriya, Urdu and English Fiction*

*Study on factors for Continuance and Discontinuance of Girls' in Elementary Schooling*

Four regional studies on Factors for Continuance and Discontinuance of Girls in Elementary Schools in Rajasthan, Orissa, Maharashtra and Delhi, covering about 4,000 households and over 10,000 girls in impoverished urban slums and rural areas were finalised. The studies presented a graphic picture of educational and social deprivation of poverty groups and highlighted positive factors which contribute to continuance of girls in schools from these very groups. The education of girls in slums of Delhi presented a pathetic picture with a much higher incidence of non-enrolment and drop-outs than those in rural areas of Delhi. A significant aspect of these studies was that an overwhelming majority of households stated that there should be no discrimination between girls and boys in the matter of education, provision of food and spare time for leisure and recreation and also that girls did have the same capabilities, ability and intelligence as boys. Yet in actual practice, the discrimination did exist in all the aforesaid areas. For instance, in the slums of Delhi, the per capita expenditure by parents on boys was twice as high as on girls. Similarly, the proportion of boys attending private schools was much higher than those of the girls. The extent of discrimination faced by the never-enrolled and drop-out girls was much more than those attending the school. However, almost all the drop-out girls and never-enrolled girls were keen to attend the school.

Parents' education had a highly positive relation to the continuance and achievement of girls in schools. The poverty, compelling demand for household work, care for siblings, illiteracy of parents constituted the

major reasons for discontinuance of girls in schooling. Other prominent factors for discontinuance were the non-availability of schooling facilities within the habitations, teachers' behaviour, non-availability of female teachers and separate schools for girls, irrelevance of curriculum, and failure in examinations.

All the studies suggested that strong steps should be taken to counteract the discriminatory attitudes and practices against the girl child. For the poor, free education is not really free. There is a need for providing adequate support services and incentives to meet the opportunity cost of education. Wherever necessary, girls' schools may be opened and female teachers may be provided in all the Primary and Secondary schools. Programmes of removing illiteracy of parents through periodic adult literacy programme may also be launched.

*Training Programme on Methodology of Women's Education and Development*

To meet the growing needs of preparing key educational personnel engaged in women's education in the States and the Union Territories and voluntary organisations, the DWS has been running a course on Methodology of Women's Education and Development since 1989. It is an in-service training programme of its own kind in the country imparting skills for analysis of the data and formulation of area and group specific projects at different levels. So far, four training programmes have been held since 1989 and over 100 key level personnel have been trained in the area of women's education and development.

*UNESCO-sponsored Innovative Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural and Remote Areas*

The project aims at sensitising and orienting educational administrators, and teacher educators, to problems and issues of access, and for making interventions into

curriculum transaction and teacher education. With focus on removing gender bias and stereotyping and improving the status of women within the framework of equality, this integrated multi-level programme will not only sensitise key factors at the State, District, Block and Village levels but will also help them bind into a group with a shared vision. Need-based, local specific and research-based training materials will be prepared. The concept of integrated training under this project is a significant departure from the conventional training strategies.

Under this project, a study on drop-out and non-enrolment among girls in rural Haryana was carried out in 11 villages of three low rural female literacy Districts of Kaithal, Gurgaon and Faridabad. Based on secondary data and insights gained during this study, training materials were developed. A workshop of 16 District Primary Education Officers of Haryana was also organised to ascertain the perception of the practitioners on issues of UPE and gender equality. The study adopted participatory approach involving teachers, administrators, community leaders, and drop-out children, in addition to the multi-disciplinary research team.

Orientation and training of 320 educational personnel comprising 16 District Primary Education Officers, 124 Block Education Officers, 110 teacher educators and 70 Primary school teachers of Haryana will be carried out in batches during 1993-94. The training phase will be followed by comprehensive evaluation, dissemination and diffusion in other States. In its next phase, the project is expected to develop mobile primary teacher training strategy for continuous in-service training of teachers in innovative teaching practice and on issues of quality. This innovative project will serve as a reference point in other States of India and other countries engaged in the task of UPE.

#### *Resource Support*

The DWS provided resource support to MHRD in the area of education for women's equality and primary education of girls in the context of revision of National Policy on Education (NPE) and development of

Programme of Action (POA). The Department participated in the regional meetings of Education Secretaries on NPE and POA. At the request of the State Government of Uttar Pradesh and Haryana, the DWS carried out evaluation of Primary school textbooks from the standpoint of removal of sex bias.

The DWS actively participated in various national committees, including the Standing Committee on Women Education, Mahila Samakhya, Technical Research Group of IAMR, etc. The Department is also represented on the governing body, academic planning groups and review committees of several women's colleges and women's universities. It provides resource literature to several sister organisations including NIEPA, IAMR, Institute of Economic Growth, Delhi University, and some leading schools and voluntary organisations at national and international levels.

#### *Consultancy*

The faculty members of the Department of Women's Studies provided consultancy services to the following:

- (i) Uttar Pradesh Basic Education Project (Pre-appraisal to final approval by the World Bank; Evaluation of Textbooks for Classes I-VIII and NFE)
- (ii) Bihar Education Project (Revision of Annual Plan of Seven Districts of Bihar Education Project)
- (iii) Madhya Pradesh Primary Education Project (State Workshop on Girls' Education; Dhumkuria Project on Tribal Education)
- (iv) Study of Drop-out and Non-enrolment of Girls in Rural Haryana at the request of State Government
- (v) Formulation of District Primary Education Programmes under Social Safety Net
- (vi) UNDP Project on Education Planning in Ghana (Development of Manual on MIS for District Level Functionaries of National Literacy and Functional Skills Programme)

The details of workshops, training/orientation programmes organised by the DWS during 1992-93 are given in Table 2.

TABLE 2.

Workshops/Meetings/Seminars/Conferences/Training/Orientation  
Programmes Organised by DWS during 1992-93

S No	Title of the Programme	Dates	Venue	No. of Participants
1	<i>Manasi Panchaya Mala</i> Portrayal of Women in Hindi Literature - Supplementary Readers for the Age-Group 14 to 18	28 April to 1 May 1992	NCERT New Delhi	8
2	<i>Manasi Panchaya Mala</i> Development of Supplementary Readers for the Age-Group 14 to 18 on Portrayal of Women in Tamil Literature	26 to 28 May 1992	Annamalainagar	7
3	Study on Factors for Continuance and Discontinuance of Girls in Elementary Schooling in Rajasthan, Maharashtra, Orissa and Delhi	29 to 30 June 1992	NCERT New Delhi	6
4.	<i>Manasi Panchaya Mala</i> Series . Development of Supplementary Reader for the Age-Group 14 to 18— Portrayal of Women in Oriya, Urdu and English Literature	13 to 17 July 1992	Sitamarhi	8
5.	Sensitisation of School Teachers on Women Issues under NPE Implementation - A Collaborative Programme in Delhi	20 to 22 October 1992	New Delhi	38
6.	Sensitisation of Secondary School Teachers and NPE Implementation— A Collaborative Programme in Delhi	22 to 26 March 1993	New Delhi	38
7.	<i>Nari Ki Vikas Yatra</i> : Development of Supplementary Readers for Class IX Children on Women Development	4 to 6 August 1992	Modipuram Uttar Pradesh	6
8	Training Programme on Methodology of Women's Education and Development	20 August to 12 October 1992	NCERT New Delhi	34
9	National Workshop on Education and Development of Rural Women and Girls under NPE Implementation	25 to 26 September 1992	Udang, Howrah	30
10.	NPE Implementation : National Workshop on Implementation of National Policy on Education and Revised Programme of Action	2 to 4 December 1992	NCERT New Delhi	33

S.No	Title of the Programme	Dates	Venue	No of Participants
11.	UNESCO-sponsored Innovative Pilot Project on Promotion of Primary Education for Girls and Disadvantaged Groups in the Rural and Remote Areas	4 to 5 February 1993	—	30
12	Data Bank on Women's Education and Development, State Profile on Women's Education and Development	17 to 18 February 1993	NCERT New Delhi	12
13	Orientation of State Level Resource Persons in the Primary TTIs and other District Level Functionaries on Methodology of Women's Education and Development	22 to 25 February 1993	Narendrapur West Bengal	45
14.	Development of Training Manual Handbooks for Teachers and Guidelines for Educational Personnel for Promoting Girls' Education			
(a)	Women's Equality and Empowerment through Curriculum			
(i)	Finalisation of Guidelines for Text-book writers and Curriculum Development to Promote Equality between Sexes	9-10 February 1993	NCERT New Delhi	All Faculty members of DWS
(ii)	Workshop for Finalisation of Handbook on Education for Women's Equality and Empowerment for Elementary Teachers (Hindi and English)	17 to 19 March 1993	NCERT New Delhi	29
(iii)	Workshop for Development/Finalisation of Handbook on Education of Women's Equality and Empowerment for Secondary School Teachers	22 to 23 March 1993	NCERT New Delhi	10
(iv)	Workshop for Development of the Handbook on Women's Equality and Empowerment for Teachers of Urdu Language (Classes I-X)	29 March to 8 April 1993	NCERT New Delhi	5
(b)	Workshop for Finalisation of Training Manual on Methodology of Women's Education and Development	29 March to 8 April 1993	NCERT New Delhi	21

### *Education of the Educationally Backward Minority Communities*

- (i) In the light of the status report on NCERT inputs for improving the educationally backward minorities schools, the MHRD reconsidered the scheme of Grant-in-Aid to Regional Resource Centres for the education

of Educationally Backward Minorities It was suggested that an 'Area Intensive Approach' should henceforth be adopted for training of teachers of minorities managed schools. For this purpose, the Ministry of Welfare (Government of India) should identify, in the first instance, the Districts and Blocks having concentration of minority communities before NCERT's intervention and the MHRD may prepare a list of voluntary agencies with the help of a committee of experts. As for the NCERT, it would include resource persons from the identified minority concentration areas in its regular training programmes in priority areas of educational concerns, more particularly in the subjects of Science, Mathematics, English, Social Sciences, etc. The main point of emphasis was that the training programmes for any scheme designed for educational development of the minorities should be an integral part of the main education system to prevent any feeling of segregation among the minorities

- (ii) Under the grant-in-aid scheme of the NCERT to Regional Resource Centres (RRCs), set up in selected universities to upgrade professional competence of teachers of schools of educationally backward minorities, the DEFS took steps to obtain refund of unutilised grants.

#### *The Community Singing Scheme*

During 1991-92, the MHRD advised the NCERT to implement a revised Community Singing Scheme to promote community singing among Primary and Upper Primary school children. The programme was to be limited to providing a copy each of the economy edition of the book, earlier brought out by the NCERT, entitled *Let's Sing Together* and an audio-recording of the songs (given in the book) to schools in a couple of Districts in three-four States which have been supplied two-in-one sets under the centrally sponsored Educational Technology Programme.

Before implementing the revised scheme on a wider scale, part of the package, i.e. teaching of one community song in regional languages (of the other region) with the help of audio-recording and printed material was tried out in two Primary schools in Delhi.

The MHRD discussed the results of the try-out of the revised Community Singing Scheme and decided to further modify the scheme. The modified scheme would comprise the following elements.

- (i) The total number of songs to be taught in every State/UT would be six. Of these three songs, viz. National Anthem, *Vande Matram* and *Sare Jahan Se Achcha* would be common throughout the country. The other three (locally popular) songs, would be selected by the State.
- (ii) For every State, a cassette of six songs would be prepared.
- (iii) The AIR would be approached for playing these songs in their regular transmission
- (iv) No additional equipment would be sanctioned for this scheme since tape recorders and other facilities have already been provided to schools under the Educational Technology Assistance Programme
- (v) NCERT would initiate efforts to start these programmes in selected Primary and Upper Primary schools. Based on the success of the programme in these schools, more cassettes would be produced in different languages for use in different States.

On further consideration, a series of meetings were held in DEFS and a provisional plan of action to implement the modified strategy was prepared. It was decided that three common songs, viz. *Jan Gan Man*, *Vande Matram* and *Sare Jahan Se Achcha* would be recorded by the CIET, and one master tape of these songs would be supplied to each State. The State would select three popular songs, get them recorded on a cassette along with three common songs and distribute them in Primary and Upper Primary schools having two-in-one sets. Action is presently being taken to get the three common songs recorded in interactive mode by the CIET



# ***IV***

***NON-FORMAL EDUCATION AND  
EDUCATION OF GROUPS WITH SPECIAL NEEDS  
(SC/ST, Minorities, Disabled & Girls)***

***1993-94***



## AN OVERVIEW

### Non-Formal Education

The NCERT provides technical and academic resource support to government and non-government agencies at the State level and District level as well as to voluntary agencies engaged in non-formal education and education of the scheduled castes and scheduled tribes. With a view to assess the effectiveness of the NFE, a profile of the NFE programmes in various States is being prepared. As a result of periodic research studies, largely of an experimental nature, in conjunction with four NFE Field Stations, a booklet on group-specific teaching-learning strategies is being developed for wider dissemination. A systematic study of the impact of a film on NFE trainees is being conducted. The feedback would be used for production of films for NFE personnel.

The problems of street and working children, and children who work on railway station platforms, have attracted attention in recent years and several agencies are engaged in the task of providing education to these children. After analysis of several designs developed by such agencies in metropolitan areas and large cities, a coherent model of non-formal education for these children is being developed by the NCERT. A series of 11 NFE books in Hindi covering Language, Mathematics and Environmental Studies using Minimum Levels of Learning (MLLs) is being developed as exemplar materials. Five NFE books in this series are being tried out in Rajasthan, Uttar Pradesh and Delhi. Certain voluntary agencies are also using these books in their NFE programmes. Manuscripts of six NFE supplementary reading books based on local cultural practices and folk literature are being prepared. Five NFE books, developed by SCERT, Karnataka, in collaboration with NCERT, are being used widely in several districts of Karnataka as special teaching-learning materials.

NFE personnel from Andhra Pradesh, Orissa, Tamil Nadu, Uttar Pradesh, Assam, Bihar, Delhi, Madhya Pradesh,

Gujarat, Maharashtra, Rajasthan and West Bengal were trained by the NCERT during 1993-94 using its model of training of NFE functionaries. The annual conference of State-level NFE officials and voluntary agencies, organised in February 1994, discussed several matters related to non-formal education.

At the instance of the MHRD, 164 proposals from voluntary agencies in different States were appraised by the Pre-Sanction Appraisal Committees. On-the-Spot evaluation of a voluntary agency in Bihar was also carried out. Under the District Primary Education Programme (DPEP), tools for scrutiny of the NFE components in the District Plans were developed and used in appraisal exercises. A study on the Status of Primary Education in Tribal Areas in Assam, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa and Tamil Nadu was also conducted under the DPEP.

### Education of the Scheduled Castes and Scheduled Tribes

A tracer study of girls from SC communities who have passed out from NFE centres has been undertaken for assessing the impact of NFE on the incumbents. A programme of development of supplementary reading materials based on the culture of the various tribes has been undertaken. The manuscript of a book on Bhil Tribes has been finalised. A manual on the schemes and programmes available in the country for advancement of SCs has been developed. The manual is being used in training programmes for NFE key functionaries.

### Integrated Evaluation of the Disabled

The manuscript of the Handbook containing guidelines for adaptation of Physical Education and Sports activities was prepared. The Handbook is being tried out in schools. A training programme for the project Integrated Education of the Disabled (IED) teams and for faculty members from the DIETs was organised. A Directory of Training Programmes in Special Education has been prepared and distributed.

An external evaluation of PIED in the States and UTs confirmed that it was possible to integrate children with different disabilities in regular schools through the composite area approach. The Multicategory Training Programme (MCTP), being conducted in the Regional Colleges of Education (RCEs), was also evaluated and certain suggestions were given for improving the Integrated Education of the Disabled (IED) programmes.

## Education for the Girl Child

Material pertaining to gender issues in Primary education and women's empowerment was prepared and circulated to the delegates from nine populous nations to the Pre-Summit on Education For All held at New Delhi. An operational plan for the study entitled "Identification of Factors relating to Difficulties in Recruitment and Posting of Women Teachers in Rural Areas" was finalised. A planning meeting was organised to develop tools and methodology for development of Guidelines for Promotion of Girls' Education in Science and Mathematics.

The school textbooks of the Primary stage in Uttar Pradesh were evaluated from the standpoint of removing gender bias. Guidelines to formulate plans and an enabling mechanism for girls education at the Secondary level were prepared.

Under the UNESCO-sponsored innovative pilot project on "Promotion of Primary Education for Girls and Disadvantaged Groups in Rural and Remote Areas", need-based, local-specific training materials were prepared. A study on Drop-out and Non-enrolment among Girls in Haryana was completed. More than 300 teachers and educational personnel of SCERTs, DIETs and TTIs were sensitised to gender issues.

Technical support was provided for examining the District Primary Programme (DPEP) plans from the standpoint of girl's education.

## *The Community Singing Scheme*

The revised Community Singing Scheme, approved by the MHRD, envisages the teaching of six songs in the schools in every State/Union Territory. Of these, three songs, viz., *Jan Gan Man*, *Sare Jahan Se Achcha* and *Vande Matram* would be common throughout the country. The other three songs would be from amongst the locally popular songs to be selected by each State/UT.

The MHRD has suggested implementation of the revised Community Singing Scheme in some selected Primary and Upper Primary Schools to begin with. In pursuance of the suggestions of the MHRD, the revised community singing scheme is to be tried out in two Districts of Orissa on an experimental basis. The CIET, NCERT has recorded the three songs common for all the States, in an interactive mode. Earlier, the songs were tried out in some schools of Delhi and finalised in the light of the feedback.

The State Institute of Educational Technology (SIET), Orissa, has also selected and recorded three State songs. Steps are being taken to prepare the Master Tape of six songs for the Orissa State for distribution in selected schools where the revised Community Singing Scheme is to be implemented.

The DEFS organised chorus singing by Primary School Teachers on the occasion of the inauguration of the Pre-Summit in the context of "Education for All" on 13 December 1993, and the Summit on "Education for All" on 16 December 1993.

## NON-FORMAL EDUCATION AND EDUCATION OF GROUPS WITH SPECIAL NEEDS

### *Non-Formal Education and Education of Scheduled Castes and Scheduled Tribes*

Research, development, training and extension in Non-Formal Education as a strategy for achieving universal elementary education, particularly universal primary education, is a function which the NCERT has been fulfilling for many years. The Department of Non-Formal Education and Education of the Scheduled Castes and Scheduled Tribes (DNFEESC/ST) basically performs the role of a national-level resource support agency to the States and the Union Territories through the SCERTs, and DIETs and through Voluntary Agencies engaged in the areas of Non-Formal Education and Education of Scheduled Castes and Scheduled Tribes.

The Department organises training programmes for Key Resource Persons from State-level agencies as well as Voluntary Agencies and exemplar teaching-learning materials for NFE Centres as well as for SC and ST children studying in formal schools as well as in NFE centres. In order to provide academic and technical resource support, the Department undertakes fundamental and action research in all aspects of education for out-of-school children (specially girls), working children and children from scheduled castes and scheduled tribes. Other activities of the Department include development and production of audio-visual materials including films, extension and experimentation through a number of Field Stations identified for this purpose, and providing consultancy to a multiple clientele at the national level as well as in the States and the Union Territories. The highlights of the programmes and the activities carried out by the DNFEESC/ST during 1993-94 are given below

### *Non-Formal Education (NFE) Programmes*

#### *Research*

#### *(i) A Study of the Designs and Materials Developed for the Education of Street and Working Children*

The educational problems of street children and children working in urban areas are markedly different from those of rural children who may also be working. The problems of street and working children have attracted

attention in recent years and many agencies, both national and international, are engaged in the task of providing education to these children. In India alone there are about 44 million children who are working, and many of these are street children who have been abandoned by their families and have no home to live in.

The DNFEESC/ST educational intervention has now culminated in a study of all the available designs and models prepared for education of such children by a number of agencies working in this area. In addition, the problems of children who work on Railway platforms were also considered. Under this study, several designs developed by various agencies in a number of metropolitan areas and large cities have been analysed and a coherent model of non-formal education for these children is being developed.

#### *(ii) Profile of Non-Formal Education in Madhya Pradesh*

The Non-Formal Education scheme has been in operation in several States, particularly the ten educationally backward States, since the middle of the 1970s. The National Scheme of Non-Formal Education formulated in 1988, was revised in 1993. The DNFEESC/ST has been providing technical and academic support to all States where the NFE scheme has been in operation.

In order to assess the effectiveness of the NFE, the Department is preparing profiles of the NFE programmes in various States. The data have been gathered from different States with the help of State-level functionaries. The profile of Non-Formal Education in Madhya Pradesh has already been prepared.

#### *(iii) Experimentation in Field Stations*

The DNFEESC/ST has been carrying out, periodically, research studies largely of experimental nature in conjunction with four nationally known NFE voluntary agencies (Field Stations) located in the Southern, Eastern and Northern Zones. During 1993-94, data on local-specific and group-specific teaching-learning strategies were collected by a joint team consisting of faculty members from DNFEESC/ST and the four Field Stations. As a result of this experiment, a booklet on group-specific teaching-learning strategies is being developed for wider dissemination.

(iv) *Study of the Impact of Training Films in Non-Formal Education*

DNFEESC/ST has undertaken a systematic study of the impact of the films developed by it on the NFE trainees who were exposed to these films. The feedback would be used for production of films for NFE personnel.

*Development*

(i) *Instructional Material in Hindi based on Minimum Levels of Learning*

The DNFEESC/ST is developing a series of 11 books in Hindi (4 in Languages, 4 in Mathematics, and 3 in Environmental Studies) using the Minimum Levels of Learning. These exemplar materials are based on a specific theory of reading and writing which enables the learners to acquire the basic 3R's in the shortest possible time. During 1993-94, the manuscripts of three books were developed. The five books produced earlier are being tried out in Rajasthan, Uttar Pradesh and Delhi. A number of voluntary agencies are also using these books in their Non-Formal Education programmes

(ii) *Development of Enrichment Materials*

Under a programme of development of supplementary NFE reading materials based on local cultural practices and on folk literature, six manuscripts in Hindi, Malayalam and Telugu have been prepared.

(iii) *Development of NFE Training Manual*

Volume II of the training package for Non-Formal Education is being developed. Volume I of the training package developed earlier was used for training nearly 300,000 instructors belonging to the regional languages.

(iv) *Development of NFE Material in Regional Languages*

In the context of the Total Literacy Campaign in Karnataka, the DNFEESC/ST has developed 5 books in Kannada in collaboration with the SCERT, Karnataka, and the Directorate of Mass Education, Karnataka. Three of these books, meant for the TLC clientele, were

developed during 1993-94. These special teaching-learning materials are being used widely in several Districts in Karnataka.

*Training*

The DNFEESC/ST has evolved a model for the training of NFE functionaries which is now in operation all over the country. The Department trains Key-Resource Persons from the States who, in turn, train other functionaries at the State level. The SCERTs and DIETs, particularly DRUs, are engaged in this training process. During 1993-94, the DNFEESC/ST trained NFE Coordinators from Orissa; the SCERT faculty from Andhra Pradesh, Orissa, Tamil Nadu and Uttar Pradesh; the DRU faculty from Andhra Pradesh, Assam, Bihar, Delhi, Madhya Pradesh, and the Voluntary Sector DRU faculty from Assam, Bihar, Gujarat, Maharashtra, Rajasthan, Orissa and West Bengal; and 145 senior functionaries from Voluntary Agencies receiving grants from the MHRD.

*Evaluation*

The DNFEESC/ST coordinates (i) the work of evaluation of Voluntary Agencies receiving grants from the MHRD, and (ii) the programme of Pre-sanction appraisal of Voluntary Agencies seeking grants for NFE. During 1993-94, 164 proposals from voluntary agencies in different States were appraised by the Pre-Sanction Appraisal Committees. On-the-spot evaluation of the voluntary agency in Bikaner, Rajasthan, was also carried out at the instance of the MHRD.

The Annual NFE Conference of State-level officials, including Directors/Joint Directors of Non-Formal Education, Directors of SCERTs, Directors of Elementary Education, Directors of Mass Education, leaders of well known voluntary agencies and academics, was organised in February 1994. Representatives from Arunachal Pradesh, Bihar, Dadra and Nagar Haveli, Delhi, Gujarat, Jammu and Kashmir, Karnataka, Madhya Pradesh, Pondicherry, Rajasthan, Sikkim, Tamil Nadu, Tripura and West Bengal attended the Conference. The Conference discussed several issues connected with NFE

in these States. The deliberations of the Conference were circulated to all the States and other agencies including the MHRD.

## *District Primary Education Programme (DPEP)*

The DNFEESC/ST is actively involved in the District Primary Education Programme (DPEP). Tools for the scrutiny of the NFE component in the various District Plans were developed. The Faculty of the Department was associated with appraisal of the Action Plans developed by the DPEP States.

Study was conducted on the status of Primary Education in tribal areas in seven DPEP states (Assam, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa and Tamil Nadu), and its report submitted to the MHRD, the World Bank and the UNICEF, who provided the funding for conducting the Tribal Study.

The DNFEESC/ST faculty interacted with a 6-member Sri Lankan team and oriented them on major issues pertaining to research, material development, training of SCs and STs and working children and education of girls through the NFE programme.

## *Consultancy*

The faculty of the DNFEESC/ST provided assistance and consultancy for (i) reviewing the Shiksha Karmi project in Rajasthan, (ii) writing the academic section of the revised NFE scheme, and (iii) appraisal of the DPEP in Madhya Pradesh

## *Education of Scheduled Castes and Scheduled Tribes*

### *Research*

#### *(i) Tracer Study*

The DNFEESC/ST has undertaken a tracer study of girls

from Scheduled Castes communities who have passed out from the Non-Formal Education Centres. The study which aims at assessing the impact of Non-Formal Education on these girls is in progress.

## *Development*

#### *(i) Supplementary Reading Materials for Tribal Children*

The Department has undertaken development of supplementary reading material based on the culture of several tribes in the country. The manuscript of the material related to Bhil tribes has been finalised.

(ii) The DNFEESC/ST has developed a manual on the schemes and programmes available in the country for the advancement of the scheduled castes. This manual is used for the training of NFE key functionaries. The Department is planning to publish this manual for wider dissemination.

## *Publications*

- (i) Milkar Seekhein Bhasha - II (MLL based)
- (ii) Milkar Seekhein Ganit - II (MLL based)
- (iii) Milkar Seekhein Parivesh - II (MLL based)
- (iv) Bhasha - II (Under print)
- (v) Ganit - III (Under print)
- (vi) Profile of NFE Programme in Madhya Pradesh
- (vii) Interim Report on Education of Working and Street Children
- (viii) Education of Street and Working Children (Detailed report is under preparation)
- (ix) Detailed Guidelines on Training of NFE instructors for 50 days
- (x) A Training Manual for Training of NFE Instructors Working in Tribal Areas

4.1.5.6 The details of workshops and training and orientation programmes organised by the DNFEESC/ST during 1993-94 are given in Table 1

TABLE 1  
Workshops/Meetings/Seminars/Conferences/Orientation Programmes Organised by DNFEESC/ST during 1993-94

S No	Title of the Programme	Dates	Venue	No of Participants
1.	Development of NFE Training Material	16 to 19 November 1993	New Delhi	9
2	Field Stations for Experiments in NFE Methodology— Resource Development for Field Stations	21 to 22 February 1994	New Delhi	8
3.	Development of Profile of the Non-Formal Education Programme in Various States			
	– First Programme	17 to 21 May 1993	New Delhi	14
	– Second Programme	26 to 27 October 1993	Gwalior	16
	– Third Programme	21 to 24 March 1994	New Delhi	17
4.	Annual Conference on Non-Formal Education	23 to 24 February 1994	New Delhi	30
5	Preparation of Supplementary Reading Materials for Tribal Students			
	– First Programme	28 to 29 June 1993	Udaipur	17
	– Second Programme	26 to 31 July 1993	Ahmedabad	14
	– Third Programme	4 to 9 October 1993	Ujjain	19
	– Fourth Programme	16 to 21 February 1993	New Delhi	9
6	Development of Enrichment Materials for NFE Programme			
	– First Programme	26 to 29 April 1993	New Delhi	9
	– Second Programme	16 to 20 December 1993	New Delhi	5
7	Orientation of Key Persons engaged in the Education of Scheduled Castes			
	– First Programme	21 to 25 June 1993	New Delhi	24
	– Second Programme	30 March to 3 April 1994	Patna	30
8.	A Study of Design and Materials Developed for Education of Working Children of Railway Platform Schools of Orissa and Pavement School of Calcutta			
	– First Programme	24 to 28 August 1993	New Delhi	8
	– Second Programme	17 to 21 January 1994	Puri	15
	– Third Programme	31 March to 4 April 1994	Calcutta	12



# 1993-94

S No.	Title of the Programme	Dates	Venue	No. of Participants
9	Training of DIET/DRU Faculty			
	- First Programme	20 to 21 April 1993	Cuwahati	21
	- Second Programme	14 to 18 June 1993	New Delhi	17
	- Third Programme	31 January to 4 February 1994	New Delhi	23
10	Resource Development in States and Voluntary Agencies			
	- First Programme	10 to 11 May 1993	New Delhi	3
	- Second Programme	10 to 14 May 1993	New Delhi	8
	- Third Programme	17 to 21 May 1993	Chandapur	5
	- Fourth Programme	5 to 7 June 1993	New Delhi	15
	- Fifth Programme	28 July to 1 August 1993	Khurda (Orissa)	34
	- Sixth Programme	11 to 15 October 1993	Mysore	2
	- Seventh Programme	26 to 30 October 1993	Lucknow	41
	- Eighth Programme	21 to 25 December 1993	Mysore	10
	- Ninth Programme	17 to 21 January 1994	Sardarshahar	34
	- Tenth Programme	21 to 25 March 1994	Patna	63

## *Integrated Education of the Disabled*

The Department of Teacher Education and Special Education (DTESE) continued its programmes and activities pertaining to Integrated Education of the Disabled (IED). The highlights of significant IED activities during 1993-94 are as follows.

### *Adaptation of Physical Education and Sports Activities for Children with Disability*

The project was undertaken to develop guidelines for the adaptation of Physical Education and Sports activities to the needs of children with disability, to increase their participation. The draft of the handbook has been prepared and is being tried out in schools.

### *Research and Evaluation*

An external evaluation of the implementation of Project Integrated Education of the Disabled (PIED) in the States and the Union Territories confirmed that it was possible to integrate children with different disabilities in regular schools through the composite area approach. Children with disabilities and parents have been found to be

satisfied with the services provided. Achievement testing indicated that children with visual and hearing impairments could achieve, on an average, as other children achieved in the school. Children with mental retardation, however, scored lower. Regular teachers with support from multicategory trained teachers could carry out teaching of these children in the regular classrooms. Steps are being taken to review the curriculum and practice-teaching programme under this training.

### *Training of PIED Project Teams*

A ten-day training programme for PIED teams and faculty from DIETs was organised. The content of the programme included concepts of cooperative learning, effective teaching, identification and assessment of learning difficulties in the classroom, support system for the education of visually- and hearing-impaired children with mental retardation, integration of children with disabilities, and working with specialists, resource teachers and professionals from other sectors for supporting integration.

*Study and Documentation of Different Training Programmes in Special Education*

A Directory of Training Programmes in Special Education has been prepared in order to disseminate information regarding the various training programmes being offered in India in Special Education. The Directory *inter alia* provides details of the institutions which offer training in special education, information about qualifications, etc., of trainees; selection procedure; number of trainers in each batch; probable date of commencement of the course, fee, if any, and percentage of reserved seats for different categories; examination and evaluation of the course; details of professionals working in these institutions; and disability-wise list of special education Centres/Institutes.

*Evaluation of Multicategory Teacher Training Programme (MCTTP)*

The NCERT initiated the multicategory training programme in the year 1989-90 with a view to preparing teachers trained in dealing with all disabilities instead of a single disability. Evaluation of the MCTTP was undertaken to collect feedback to review and revise the programme. The responses received have been analysed. Among other things, certain suggestions have been given for improving the IED programme.

*Publications*

- (i) Report of the State level Conference of Educational Administrators to develop a Plan for IEDC Implementation Utilising PIED Experience
- (ii) Brief report of the National Workshop on Adapted Physical Education and Sports Activities for the Disabled
- (iii) Directory of Training Programmes in Special Education
- (iv) Project Integrated Education for the Disabled (PIED)
- (v) Syllabus of Adapted Physical Education and Sports Activities for the Disabled—Guidelines

*Education of the Girl Child*

The NCERT stand committed to promotion of

girls education and equality between sexes through suitable intervention in the school curriculum. The Department of Women's Studies (DWS), NCERT, assists the Centre and the States in formulation and implementation of forward-looking policies and special programmes of girl's education.

A National Conference on "Gender Issues in Education for All" was held at the NCERT Campus before the Pre-Summit on Education for All of nine populous nations. After identification of gender issues in Primary Education and Women's empowerment, the DWS prepared material on Gender Issues which was distributed to the delegates in the Pre-Summit meeting.

A workshop was organised in the context of Identification of Factors Relating to Difficulties in Recruitment and Posting of Women Teachers in Rural Areas. An operational plan for the study was finalised.

A planning meeting was organised to develop tools and methodology for Development of Guidelines for Promotion of Girls Education in Science and Mathematics.

A workshop was organised for evaluation of primary school nationalised textbooks of Uttar Pradesh from the standpoint of removing gender bias. The recommendations of the workshop have been accepted by the State.

A national workshop was organised to develop guidelines to formulate plans and enabling mechanism for promotion of girls' education at Secondary level.

Under the UNESCO-sponsored innovative pilot project on "Promotion of Primary Education for Girls and Disadvantaged Groups in Rural and Remote Areas", need based, local-specific training materials were prepared. A study on drop-out and non-enrolment among girls in Haryana was completed. More than 300 teachers and educational personnel of SCERTs, DIERTs, and TTIs were sensitised to gender issues. In the second phase, the trained personnel would be used for carrying out community awareness campaigns focussing on

parents Steps were taken to design materials for the second phase of the project.

The DWS provided technical support for examining the District Primary Education Programme (DPEP) plans, particularly from the standpoint of girls' education. The Department undertook gender studies in 42 Districts of Assam, Haryana, Madras, Maharashtra,

Karnataka, Kerala, Orissa and Tamil Nadu under the DPEP. The Head, DWS, attended in February 1994 the Inter-Regional Consultative Meet on the Girl Child organised by UNICEF at Anand (Gujarat).

The details of the workshops, training/orientation programmes organised by the DWS during 1993-94 are given in Table 2

TABLE 2  
Workshops/Meetings/Seminars/Conferences/Training/Orientation  
Programmes Organised by DWS during 1993-94

S.No.	Title of the Programme	Dates	Venue	No. of Participants
1.	Identification of Factors relating to difficulties in Recruitment and Posting of Women Teachers	16 to 18 June 1993	NCERT New Delhi	22
2	NPE Implementation Workshop on Removal of Sex Bias- Evaluation of Nationalised Textbooks of Uttar Pradesh	19 to 21 April 1993	Dak Pathar	34
3	National Conference on Gender Issues in Education for All	6 to 7 December 1993	NCERT New Delhi	55
4.	Orientatation of Key Educational Personnel under the UNESCO Project on Promotion of Primary Girls and Disadvantaged Groups in Rural Areas			
4.1	First Programme	3 to 5 May 1993	SCERT, Gurgaon	17
4.2	Second Programme	6 to 8 May 1993	SCERT, Gurgaon	26
4.3	Third Programme	3 to 5 June 1993	SCERT, Gurgaon	21
4.4	Fourth Programme	14 to 16 June 1993	SCERT, Programme	29
4.5	Fifth Programme	19 to 21 July 1993	SCERT, Gurgaon	40
4.6	Sixth Programme	26 to 28 July 1993	SCERT, Gurgaon	39
4.7	Seventh Programme	19 to 21 August 1993	SCERT, Gurgaon	29
5.	Orientatation of DPEP Gender Studies Research Staff	6 to 9 July 1993	NCERT New Delhi	14
6.	National Workshop to develop Guidelines to formulate Plans and Mechanism for promoting Girls' Education at Secondary Level	15 to 16 March 1994	NCERT New Delhi	20
7	DPEP-Gender Studies Orientation Programme of State and District Level Coordinators	8 to 9 July 1993	NIE Campus NCERT	14

S No	Title of the Programme	Dates	Venue	No. of Participants
8	Workshop of State Coordinators for Removal of Gender Bias from Textbooks and Inputs into Primary Teachers' Education	25 to 27 August 1993	NIE Campus NCERT	16
9.	DPEP Gender Studies Orientation Programme and Workshop	6 to 8 October 1993	SCERT, Guwahati	12
9.1	First Programme	30 September to 3 October 1993	SCERT, Gurgaon	20
9.2	Second Programme	11 to 12 October 1993	Bhopal	12
9.3	Third Programme	13 to 15 October 1993	DTET, Madras	12
9.4	Fourth Programme	19 to 21 October 1993	DTET, Thrissur Kerala	12
9.5	Fifth Programme	22 to 23 October 1993	SCERT, Pune	8
9.6	Sixth Programme	27 to 29 October 1993	DPI Bangalore	10
9.7	Seventh Programme	22 to 23 February 1994	SCERT, Bhubaneswar	12
10.	DPEP-Gender Studies State Coordinators' Workshop on Report Writing	18 to 24 January 1994	NIE Campus NCERT	18

### *Development of Educationally Backward Minorities*

The DEFS circulated the recommendations of the Programme of Action (POA) on the National Policy of Education (NPE) for educational development of educationally backward minorities to concerned constituents of NCERT for taking follow up action. A communication was also sent to the State Education Departments, NCERTs, IASEs, CTEs and DIETs apprising them of the recommendations of the Minorities Commission for adoption of an "Area Intensive Approach" for development of educationally backward

minorities. Among other things, it has been emphasised that resource persons/teachers from district/blocks having concentration of the minorities may be included in various training programmes.

The DEFS prepared a comprehensive report on the NCERT's role for upliftment of educationally backward minorities and submitted the same to the MHRD.

**V**

***NON-FORMAL EDUCATION AND  
EDUCATION OF GROUPS WITH SPECIAL NEEDS  
(SC/ST, Minorities, Disabled & Girls)***

***1994-95***



## NON-FORMAL EDUCATION AND EDUCATION OF GROUPS WITH SPECIAL NEEDS

C / ST, Minorities, Disabled, & Girls )

### AN OVERVIEW

#### Non- Formal Education (NFE)

The NCERT provided technical and academic resource support to Government and Non-Government agencies at the State level and District level as well as to Voluntary Agencies engaged in Non-Formal Education and Education of the Scheduled Castes and Scheduled Tribes. To create a resource base and to the help the concerned States to formulate effective intervention strategies for revitalising the NFE programmes, studies to develop Profiles of Non Formal Education are being conducted. A Profile of NFE Programmes in Madhya Pradesh has already been developed. A "Study of Programme Design, Materials and Process of Education for Working Children in Railway Platform Schools of Orissa, Pavement Schools of Calcutta and Slum Children's Educational Programme (Prayas, Delhi)" was undertaken for identifying the educational components in programmes for street and working children. The study aims at helping the respective voluntary organisations in planning functional and need based programmes for different categories of street and working children. Another study pertaining to "Educational Programmes for Street and Working Children in four Southern States" is also being conducted which focuses on learning needs of such children. A Tracer Study is examining the efficacy of Non-Formal Education in providing opportunities to the out-of-school children belonging to scheduled caste communities for entry into the mainstream of education. An Analytic Study of Teaching-Learning Materials in the area of School Education/NFE identified some

*To create a resource base and to the help the concerned States to formulate effective intervention strategies for revitalising the NFE programmes, studies to develop Profiles of Non Formal Education are being conducted.*



*Under the District  
Primary Education  
Programme (DPEP) a  
Tribal Study in 7  
DPEP States was  
conducted with a view  
to find out attitude of  
Parents, Teachers,  
Students and  
Community Members  
towards Primary  
Schooling.*

objectionable contents in the textbooks from the stand-point of Scheduled Castes and the concerned States were informed about the findings of the study. Under the District Primary Education Programme (DPEP) a Tribal Study in 7 DPEP States was conducted with a view to find out attitude of parents, teachers, students and community members towards Primary schooling. The aspects covered under the study include educational infrastructural facilities available in tribal areas, status of teachers, status of curriculum and teaching learning, status of monitoring and evaluation and status of community participation and management of schools. The study has resulted in 7 Status Reports, 7 Survey Reports and one National Synthesis Report. The findings of the study are being used in feeding the DPEP Plans of the States.

A film on NFE prepared to provide functional information about effective teaching-learning strategies for classroom transactions is being used in the field to study its impact.

Other developmental programmes under NFE during 1994-95 included (i) Development of Teaching-Learning Materials in Language, Mathematics and Environment Studies in Hindi based on MLLs, (ii) Preparation of Small Books based on Local Specific Stories, Games, Poems, Riddles, Proverbs etc., in Hindi, Telugu and Kannada, and (iii) Development of Guidelines for Training of NFE Functionaries at the Second Level.

The training programmes for NFE functionaries at the State level continued. Specially designed programmes for the functionaries of voluntary organisations were also organised. The faculty members of DIETs, DRUs and SCERTs were trained in the NFE methodology in the context of Education for All (EFA) specially under DPEP. The NCERT continued coordinating the work of Pre-Sanction Appraisal (PSA) of the proposals submitted by Voluntary Agencies (VAs) to the Union Ministry of Human Resource Development for grants-in-aid under the centrally sponsored scheme of NFE. At the instance of the MHRD, the NCERT Field Advisers continued performing the task of Managerial Evaluation of Voluntary Agencies receiving grants





from the MHRD for implementation of the centrally sponsored schemes. Consultancy services were provided to several national and international organisations in the area of planning, development and conducting research studies in the area of NFE. Short-term training programmes in NFE for delegates from various countries were also organised to address the problems faced by voluntary organisations. Some of the voluntary organisations of Bihar, Rajasthan, West Bengal and Karnataka were helped in the development of MLLs based integrated teaching-learning materials in NFE

A national workshop on “Alternative Strategies of Education at the Primary Level” identified issues and alternative strategies for providing educational opportunities to children uncovered by either Formal or Non-Formal educational institutions. A strong resource base has been created at the Voluntary Organizations level equipping them with competencies for providing academic support to both Government and Voluntary Organisation level agencies.

### **Education of the Scheduled Castes and Scheduled Tribes**

A study “Ascertaining Causes of Low Enrolment of Scheduled Caste Girls in Selected Districts of Four Hindi Speaking States with less than 2% of Literacy” provided valuable information on some vital aspects of educational programmes for SC girls. The findings of the study are likely to help in evolving effective strategies for increasing access and enrolment of SC girls in Elementary schools. The DPEP Tribal Education Study was taken up to analyse various intervention plans designed for education of tribal children in DPEP States. The study provides feed back on certain important aspects of planning alternative strategies for NFE. The instructional materials produced for Non-Formal Education of SC/ST children include (i) Books based on folk songs and folk tales of Oraon and Munda, (ii) Glimpses of Life and Culture of the Santhals, (iii) Annotated Bibliography on Educational Development of the Scheduled Castes, and (iv) Bhil Sanskriti-Ek Jhalak. The training

*Consultancy services were provided to several national and international organisations in the area of planning, development and conducting the research studies in the area of NFE.*

*The DPEP Tribal Education Study was taken up to analyse various intervention plans designed for education of tribal children in DPEP States.*



programme for State level functionaries connected with Education of SCs/STs continued. A Training Manual for training of teachers in tribal areas was also developed.

### **Integrated Education of the Disabled**

A training programme for faculty of CTEs/IASEs was organised to develop competencies to meet special needs of the disabled children in the classroom. The focus of the programme remained on integration of children with disabilities with normal schooling, cooperative learning, child-to-child help and support, parents as partners etc. Another training was organised for DIETs faculty and for persons looking after IED Cells at the State level. The NCERT organised a training programme in special education for 3 officers of the Special Education Unit, Ministry of Education and Science, Republic of Mauritius.

*Issues for effective implementation of PIED and utilization of its experiences to develop plans for IEDC were discussed in a State level conference of Educational Administrators of Delhi.*

The Third National Conference for Non-Governmental organisations and Government officers working for implementation of the centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) was organised (i) to explore the possibilities of involving more NGOs in implementation of the scheme of IEDC in rural areas, (ii) to work out modalities for implementation of the scheme of IEDC through NGOs, (iii) to consider the possible linkage of the scheme of IEDC with other schemes such as IEDC, CBR, DRC, ADIP etc., and (iv) to discuss low cost models to provide services to large number of disabled children and ensuring large coverage.

The Annual Review and Planning Meeting of the Project Integrated Education of the Disabled (PIED) was organised to discuss the strategies for replication of PIED scheme in other States. Issues for effective implementation of PIED and utilization of its experiences to develop plans for IEDC were discussed in a State level conference of Educational Administrators of Delhi. 61 multi-category trained teachers and project team members of PIED were attached to different National Institutes for Handicapped for 5 days for Skill and Competence Development in care and maintenance of special aids and equipments.



**Table .**

**Workshops/Meetings/Seminars/Conferences/Training/Orientation Programmes,  
organised by DNFEESC/ST during 1994-95.**

<i>S. No.</i>	<i>Title of the Programme</i>	<i>Dates</i>	<i>Venue</i>	<i>No. of Participants</i>
1.	Training of NFE Faculty in SCERTs	9 to 10 November 1994	New Dehi	14
2.	Training of DIETs/DRUs Faculty			
2 1	First Programme	16 to 20 May 1994	New Delhi	12
2.2	Second Programme	8 to 9 July 1994	Mysore	10
2.3	Third Programme	20 to 24 August 1994	Bhubaneswar	30
2.4	Fourth Programme	9 to 13 January 1995	New Delhi	20
3.	Resource Development in States and Voluntary Agencies			
3.1	First Programme	9 to 13 May 1994	New Delhi	10
3.2	Second Programme	25 to 29 July 1994	Bodh Gaya	8
3.3	Third Programme	1 to 5 August 1994	Sudh Mahadev Jammu & Kashmir	35
3.4	Fourth Programme	15 to 19 November 1994	Shahajahanpur	1
3.5	Fifth Programme	13 to 17 January 1995	SRC Patna	25
3 6	Sixth Programme	8 to 10 February 1995	New Delhi	12



<i>S. No.</i>	<i>Title of the Programme</i>	<i>Dates</i>	<i>Venue</i>	<i>No. of Participants</i>
3.7	Seventh Programme	20 to 24 March 1995	New Delhi	9
3.8	Eighth Programme	25 to 29 March 1995	Vadodara	34
4.	Annual Conference on NFE. National Workshop on Non-Formal Education	3 to 5 January 1995	New Delhi	92
5.	Development of NFE Training Materials	31 October to 1 November 1994	New Delhi	4
6.	An Analytical Study of Teaching Learning Material in the Area			
6.1	First Programme	16 to 19 May 1994	Bhubaneswar	10
6.2	Second Programme	8 to 11 November 1994	New Delhi	11
7	Preparation of Supplementary Reading Materials for Tribal Students			
7.1	First Programme	28 to 29 April 1994	New Delhi	5
7.2	Second Programme	18 to 23 January 1995	Ujjain	8
7.3	Third Programme	30 March to 4 April 1995	Ujjain	10
8.	Impact of Audio-Visual Materials in NFE Functionaries Training – Film on Language (Hindi Teaching)	23 December 1994	New Delhi	7
9.	Tracer Study on NFE Passed Out Scheduled Caste Students			
9.1	First Programme	13 to 14 September 1994	Ujjain	12
9.2	Second Programme	6 to 7 July 1994	Indore	11

## Education of the Girl Child

**F**indings of two major studies viz., (i) Baseline Gender Studies for 43 Districts under DPEP and (ii) Declining Sex Ratio (Female Infanticide) in 7 Districts of Haryana and Punjab conducted during 1994-95, provided policy planning implications for furthering girls' education for women's empowerment. A background paper on the theme "Traditional Practices affecting the Health of Women in Asia and the Pacific", was prepared for the United Nations Centre for Human Rights for a Regional workshop. A workshop was organised on research priority areas in collaboration with the Mother Teresa Women's University, Tamil Nadu.

Under the UNESCO sponsored innovative pilot project on "Promotion of Primary Education for Girls and Disadvantaged Groups in Rural and Remote Areas of Haryana", 192 educational administrators and teacher educators and 232 teachers were gender sensitised in order to provide valuable resource base to the State's programme of Primary Education specially in the DPEP Districts. The materials developed under the project provide data base for policy planners and can be profitably used for pre-service and in-service training of Primary teachers.

A six-week training programme on Methodology of Women's Education and Development was organised. Earlier a training manual for this Programme was developed. A Handbook for teachers at Primary stage titled "Women's Equality and Empowerment through Curriculum" was developed. A "Fact Sheet on the Education of Girl Child 1994" was prepared. A Handbook in Hindi for Elementary Teachers, and a Handbook for Urdu Teachers on Women's Equality and Empowerment through Curriculum were also developed.

*Under the UNESCO sponsored innovative pilot project on "Promotion of Primary Education for Girls and Disadvantaged groups in Rural and Remote Areas of Haryana", 192 educational administrators and teacher educators and 232 teachers were gender sensitised in order to provide a valuable resource base to the State's programme of Primary Education specially in the DPEP Districts.*

## Table

Workshops/Meetings/Seminars/Conferences/Training/Orientation Programmes  
organised by D.W.S. during 1994-95

<i>S. No.</i>	<i>Title of the Programme</i>	<i>Dates</i>	<i>Venue</i>	<i>No. of Participants</i>
1	Identification of Research Priority Areas in Women's Education and Development	3 to 4 June 1994	IIT Madras	30
2	Fifth Training Programme on Methodology of Women's Education and Development	7 November to 16 December 1994	NCERT New Delhi	17
3.	<b>Innovative Pilot Project on Promotion of Primary Education for Girls and Disadvantaged Groups in Rural Areas</b>			
3.1	Orientation Programme of Key Educational Personnel of Karnal, Kaithal and Kurukshetra Districts.	19 to 21 October 1994	NCERT New Delhi	40
3.2	Training Workshop for School Teachers, Head Teachers and Supervisors of Nuh Block, District Gurgaon	20 to 22 February 1995	Block, Nuh District Gurgaon	41
3.3	Training Workshop for School Teachers, Head Teachers, and Supervisors of Ballabhgarh Block, District Faridabad	28 February to 2 March 1995	Ballabhgarh Block District Faridabad	39
3.4	Training Workshop for School Teachers, Head Teachers and Supervisors of Block Pundri, District Kaithal	6 to 8 March 1995	Pundri Block District Kaithal	43



<i>S. No.</i>	<i>Title of the Programme</i>	<i>Dates</i>	<i>Venue</i>	<i>No. of Participants</i>
10.	Preparation of small Booklets on Local Specific Poems, Games, Stories, Riddles, etc.	12 to 16 March 1995	Tirupati	12
11.	A Study of Programmes for Education of Street and Working Children			
11.1	First Programme	6 to 7 July 1994	Bangalore	7
11.2	Second Programme	16 to 20 August 1994	New Delhi	17
11.3	Third Programme	9 to 13 January 1995	Tirupati	18
11.4	Fourth Programme	24 to 29 January 1995	NCERT Field Office, Madras	5
11.5	Fifth Programme	30 January to 5 February 1995	NCERT Field Office, Madras	16
11.6	Sixth Programme	17 to 19 March 1995	Karvetinagar	8
12.	Training in Tribal Education of Leaders and State Level Functionaries and Teachers working in Tribal areas.			
12.1	First Programme	2 to 6 May 1994	New Delhi	8
12.2	Second Programme	5 to 9 December 1994	New Delhi	12
12.3	Third Programme	16 to 20 January 1995	New Delhi	7







# ***VI***

***NON-FORMAL EDUCATION AND  
EDUCATION OF GROUPS WITH SPECIAL NEEDS  
(SC/ST, Minorities, Disabled & Girls)***

***1995-96***



## AN OVERVIEW

### Non-Formal Education and Alternative Schooling

Studies on street and working children continued. Efforts were made to identify basic skills and competencies attained by various categories of such children. Based on the analysis of skills and vocabulary list, criteria, guidelines and designs for development of learner-specific, skill-based teaching learning materials were prepared. Draft materials on topics (i) Health and Body Care, (ii) Identification and Use of Plants for Body Maintenance, (iii) Converting Waste into Useful Materials, and (iv) Identification of Agricultural Tools

and Processes Differentiating between Scientific and Traditional Modes of Agricultural Activities were prepared. A Core Primer and Cards based on vocabulary of various categories of street and working children were prepared. The materials are being tried out and refined. Personnel from voluntary organisations of different states were oriented for providing training to NFE functionaries. Training programmes for analysis of MLLs-based NFE materials and effective transaction of teaching learning materials were organised.

A package of materials in Hindi based on MLLs consisting of 12 books for four NFE semesters at the primary level and six books under the 'local-specific materials series' were developed. Local specific materials in Kannada, Telugu and Malayalam are being finalised. In the context of a project on preparation of State Profiles of NFE, data pertaining to NFE scheme at policy, practice and perception levels from the states of Orissa, Bihar and Uttar Pradesh were collected and consolidated. Two films *Gopal Padhney Laga* and *Hari Seekh Gaya* were produced. A film on teaching of language is under editing. The script of the film for teaching of numeracy was modified.

The NCERT has evolved a curriculum framework for training of NFE faculty of the SCERTs for upgradation of their competencies. Two orientation programmes were organised for SCERTs of Hindi-speaking states. A training manual for DRUs was developed. New trends and strategies of NFE programme in the context of the DPEP and EFA (Education For All) are inter alia highlighted in the training programmes.

The NCERT is coordinating the work of (i) Joint Evaluation Teams (JETs) which have been assigned the task of evaluation of working of the voluntary agencies getting grants from the MHRD for NFE, and (ii) Pre-sanction appraisal of NFE projects submitted by the voluntary agencies to the MHRD for grants-in-aid under the NFE scheme. A National Conference on NFE discussed issues such as (i) NFE in the Ninth Five Year Plan, (ii) Role of NGOs in NFE, and (iii) DPEP, NFE and Alternative Schooling.

## **Education of SC, ST and Minorities**

A study to determine the efficacy of Ashram schools is in progress. A tracer study of NFE passed out scheduled caste students was undertaken in eight districts of Madhya Pradesh. An annotated bibliography on Educational Development of the SCs was prepared and disseminated. Five Supplementary Readers on Gond Tribes of Bastar District of Madhya Pradesh were developed. An analytical study of NFE teaching learning materials of Assam and Andhra Pradesh from the standpoint of materials prejudicial to SCs and STs was conducted. State-level functionaries of Orissa were trained in tribal education. Studies titled (i) Development of Training Package for Key Persons for Teaching Learning in Minority Institutions, and (ii) Analysis and Modification of Curriculum in Makhtabs/Madrasas are in progress.

## **Education of Disabled Children**

Two state-level conferences of educational administrators were organised to develop a plan for implementation of IEDC (Integrated Education of Disabled Children) utilising the experience gained under the Project Integrated Education of the Disabled (PIED). Based on analysis of the data of a survey study, a publication, *Integrated Education of Disabled in Common Schools* was brought out and disseminated. This contains statewise status reports about IEDC from 1992 to 1995. A computer programme was developed to feed data into the computer regarding each disabled child enrolled in common schools in 10 project states covered under the Unicef-assisted project PIED. Records of 1,705 disabled children are being maintained for research purposes.

## **Education of the Girl Child**

A six-week training programme on Methodology of Women Education and Development was organised. Twenty participants from nine states participated. Training manuals and materials were developed. Field work and analysis of data of the study 'Identification of factors relating to recruitment and posting of women teachers in rural and remote areas'

was completed. Six one-day workshops were organised to provide an open forum to about 360 teachers to express their views on recruitment and transfer problems faced by female teachers in rural areas. Interaction was also made with parents and officials at village, block, district and state levels.

Exemplar materials consisting of 30 biographies of eminent women who contributed in the freedom struggle and social upliftment of women were prepared. A fact sheet on Education of Girl Child was published. A teachers' handbook focussing on Girls' Education and Women's Empowerment for Primary and Upper Primary Teachers was prepared. A source book on Development of Girls' Education and Women's Empowerment was prepared. Resource material in gender training of primary teachers and head teachers titled *From Girl Child to Person*, prepared by a faculty member of the NCERT, was published by UNESCO.

# NON-FORMAL EDUCATION AND EDUCATION OF GROUPS WITH SPECIAL NEEDS

## Non-Formal Education

To place the Non-Formal Education (NFE) on sound footing, the NCERT has been concentrating on resource development through preparation of teaching learning materials, training of personnel and identification of strategies for alternative schooling. Highlights of research, development, training and extension activities in NFE are as follows

**Research** Studies on street and working children continued. Based on the findings of the study, steps were taken for development of prototype learner-specific, skill-based, teaching learning materials. The main findings of the study are :

1. A variety of educational designs were evolved by the institutions/organisations covered under the study. Some of these programmes gave wider skill orientations to the learners. But in large number of cases, attainment of academic competencies for entry into formal schools was the main focus of the programmes and activities.
2. The organisations did not evolve detailed curriculum frames for planning instructional strategies, preparation of materials, teacher upgradation process and pupil evaluation design.
3. The educational materials were based on the environmental situations in and around the learners. But in the majority of cases, these materials were not attractive and suitable for the target groups

4. Adequate emphasis was not given on the learner-centred approach.
5. The teachers did not find themselves properly equipped for handling teaching-learning situations and attending to learners' special needs.
6. Expansion of operational activities gave rise to coordination and management problems.
7. Level of community involvement varied from organisation to organisation. There was need for evolving proper strategies for enlisting community support for strengthening of educational programmes.

## *Study of Programmes for Education of Street and Working Children*

The main findings of the study that have significant bearings on the designing of educational programmes and curriculum planning are:

1. The educational programmes are mostly of three years' duration. In some organisations the skill training is provided at a later stage.
2. In some cases modified formal school curriculum and materials are used with inclusion of some local-specific materials in the form of bulletins, magazines, thematic modules, etc
3. In some organisations, a separate set of curriculum and learning materials have been developed for education of street and working children jointly by the State Resource Centre and NGO Forum. These are activity-based integrated learning materials. Besides Primers, some books on specific vocations have also been developed and are in use.



- 4 There are some organisations where separate set of Primers for NFE Learning Centres are not available. These organisations use Adult Education, State Resource Centre's Primers as well as Total Literacy Campaign (TLC) materials.
- 5 The instructional materials are of general type which fail to reflect the learning needs of specific groups of learners.
- 6 The children attending educational programmes are mostly engaged in unorganised sectors of economy or are self-employed as porters, labourers, rag-pickers and tea-shop workers. Some are engaged in plantation activities, some work as house maids, and some of them work in auto-repair shops and road-side restaurants, etc.
- 7 The street and working children engaged in various types of unorganised sectors in urban and rural areas would like to attend some form of part-time functional educational programmes. Such programmes, according to them, must provide, along with other learning skills, some pre-vocational skills so as to provide them opportunities for better earning.
- 8 Majority of these children find multiplication and division very difficult.
- 9 Variations in mother tongue and medium of instruction create learning difficulties to a large extent.
- 10 Street and working children mainly working as rag-pickers, coolies and scavengers, prefer some alternative employment opportunities to ensure better earning which would relieve them from their present miseries.
- 11 All children (in all the four states of Andhra Pradesh, Kerala, Tamil Nadu and Karnataka) want to continue their education through non-formal modes of learning.



12. Parents prefer vocational education and job-oriented educational programmes for their children

13. Community leaders prefer suitable skill-oriented educational programmes for children.

14 Teachers urgently feel the need for adequate and suitable teaching learning materials and teaching aids.

15 The teachers feel strongly about the need for adequate and proper training for handling teaching/learning situations effectively.

16. Employees also feel that education is necessary for handling work situations effectively provided it does not interfere with their work timings

- 17 Education in related trades/crafts was preferred by all employees.

### *Learner-Specific, Skill-based Development Teaching Learning Materials*

Under the research study on street and working children, efforts were made to identify the basic skills and competencies attained by various categories of such children. Some vocabulary lists were also collected from various organisations dealing with street and working children. Based on the analysis of skills and vocabulary lists criteria, guidelines and some designs for development of learner-specific, skill-based teaching learning materials were developed. Draft materials in the following areas were developed.

- ☐ Health and body care
- ☐ Identification and use of plants, specially herbs for body maintenance
- ☐ Converting waste into useful materials
- ☐ Identification of agricultural tools and processes differentiating between scientific and traditional modes of agricultural activities

- Preparation of cards (based on vocabulary of various categories of street and working children) and a core Primer.

The materials are being tried out in actual field situations and refined. A series of finalized instructional package for various categories of street and working children is likely to be brought out shortly

### *Resource Development*

The NCERT made conscious efforts towards creating a strong resource base at the voluntary and state-level organisations through regional process-oriented programmes. Personnel from voluntary organisations of different states were oriented for training of NFE functionaries. Training was provided for scrutiny and analysis of MLLs-based NFE materials. Ten training programmes for development of resource support were organised during 1995-96. Practical training was given for effective transaction of teaching/learning materials in NFE centres. Regional versions of NFE training package provided basis for discussing issues related to organisation of a variety of teaching/learning activities and strengthening efficiency levels of NFE centres.

### *Development of Teaching Learning Materials*

A package of materials in Hindi based on MLLs consisting of 12 books for four NFE semesters at the primary level was developed and sent for printing. Six books under the 'local-specific materials series' in the form of popular stories, poems, children's games, proverbs, and riddles are at the final stage of printing. In the next phase, finalisation and printing work of Kannada, Telugu and Malayalam, local-specific series, which has been developed adopting the design of Hindi series, will be taken up. These books aim at creating a joyful learning climate in the NFE centres.

Under the project on 'development of NFE training materials', developmental work was completed for second and third cycles of NFE programmes.

### *State Profiles of NFE*

During 1995-96, data pertaining to NFE scheme at the policy, practice and perception levels from the states

of Orissa, Bihar and Uttar Pradesh were collected and consolidated.

### *Films on NFE*

Two films titled *Gopal Padhney Laga* and *Hari Seekh Gaya* have already been produced. The third film in the series on teaching of language is being processed. The script of the film for teaching of numeracy was modified.

### *Training of NFE Faculty of SCERTs*

### **Training**

At the state level, under the revised NFE scheme, the SCERTs are the nodal agencies for providing academic and technical support to NFE functionaries at different levels. The SCERTs have been assigned special roles in overseeing the programmes and activities of DIETs and DRUs (District Resource Units) both at the governmental and NGOs levels.

During recent times a number of developments have taken place in the area of elementary education specially in non-formal education. The NCERT has the responsibility of exposing the state-level nodal agencies to the latest trends in NFE in order to prepare them for their emerging responsibilities. The NCERT has evolved a curriculum framework for training of NFE faculty of the SCERTs particularly for upgradation of competencies of the concerned NFE personnel for performing their roles and functions. During 1995-96, two orientation programmes were organised for SCERTs of Hindi-speaking states (Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Haryana and Delhi).

### *Training of DIETs/DRUs Faculty*

A training manual for DRUs was developed. New trends and strategies of NFE programme in the context of Education for All, specially under the DPEP, are highlighted in the programmes of training of personnel. Analysis of the teaching learning materials and demonstration of various field activities are some of the main features of training programmes. During 1995-96, DRUs personnel of Madhya Pradesh were oriented.

## Extension and Evaluation of the Other Working of Voluntary Agencies Programmes

At the instance of the MHRD, NCERT has undertaken the task of managerial evaluation of voluntary agencies receiving grants from the MHRD for implementation of the centrally sponsored NFE scheme. The Department of NFE and Alternative Schooling and the Field Advisers of the NCERT are coordinating the work of the JETs. The work of the majority of voluntary agencies (out of approx. 550) has been evaluated. The NCERT is also coordinating the work of pre-sanction appraisal of NFE projects submitted by the voluntary agencies to the MHRD for grants-in-aid under the NFE scheme. During 1995-96, nine proposals of voluntary agencies of Delhi were appraised.

### Community Singing Scheme

The revised Community Singing Scheme, approved by the MHRD, envisages the teaching of six songs in the schools in every state/UT. Of these, three songs, viz. *Jana Gana Mana*, *Sare Jahan Se Achcha* and *Vande Matram* would be common throughout the country. The other three songs would be from amongst the locally popular songs to be selected by each state/UT. The MHRD has suggested implementation of this revised scheme in some selected primary and upper primary schools to begin with. In pursuance of these suggestions, the singing scheme is to be tried out in two districts of Orissa on an experimental basis. The CIET, NCERT has recorded the three songs common for all the states, in an interactive mode. Earlier, the songs were tried out in some schools of Delhi and finalised in the light of the feedback.

Teaching of community songs with the help of audio cassettes in Delhi has been completed. The final report is being prepared. Findings of a study conducted in Bhubaneswar with the help of SIET, Orissa suggest that community songs can be taught to students with the help of audio cassettes.

## Annual Conference on NFE

The Annual Conference on NFE was organised on 27 and 28 February 1996. The conference concentrated discussion on emerging issues such as (i) NFE in the Ninth Five Year Plan; (ii) Role of NGOs in NFE; and (iii) DPEP and NFE and Alternative Schooling. The recommendations of the conference are being used in evolving strategies to meet the problems of the states implementing NFE programmes

### Regional Level Inputs to NFE

The RIE, Bhopal is assisting the State of Madhya Pradesh in its massive programme of Universalisation of Primary Education spread over 21 tribal dominant districts and 24 other districts. The focus of the programme is on (i) Non-Formal Education of out-of-school children in the age-group 9-14, particularly the girl child, and (ii) developing alternative schooling systems suited to migrating population of rural and tribal areas. The RIE is also working with the Rajiv Gandhi Prathamik Shiksha Mission in developing innovative practices in curriculum transaction in NFE centres and developing schooling models suited to the remote areas of Madhya Pradesh.

### Reports and Other Materials Brought out during 1995-96

- Proceedings of the Annual Conference on NFE (being xeroxed)
- Milkar Seekhein Bhasha — Bhag III
- Milkar Seekhein Ganit — Bhat III
- Milkar Seekhein Parivesh III (under print)
- Milkar Seekhein Ganit, Bhasha Parivesh — Bhag IV and I (under print)



# DEPARTMENT OF EDUCATION IN NON-FORMAL AND ALTERNATIVE SCHOOLING

Workshops/Meetings/Seminars/Conferences/Training/Orientation  
Programmes Organised by DENFAS during 1995-96

S.No.	Title of the Programme	Dates	Venue	No. of Participants
1.	Resource Development in States and Voluntary Agencies (Orientation Programme for President/Secretary of Voluntary Agencies getting grant from MHRD).	24 to 25 May, 1995	NCERT New Delhi	62
2.	Resource Development in States and Voluntary Agencies Development of learning materials in Kannada for NFE stage IV).	16 to 23 June, 1995	NCERT New Delhi	8
3.	Resource Development in States and Voluntary Agencies (Training of Senior NFE functionaries of VAs working in Maharashtra).	26 to 30 June, 1995	College of Social Work, Bombay	45
4.	Resource Development in States and Voluntary Agencies (Orientation/Training of senior NFE functionaries from Andhra Pradesh).	26 to 30 June, 1995	RASS Tirupati	43
5.	Resource Development in States and Voluntary Agencies (Voluntary Agencies from Orissa).	3 to 7 July, 1995	CYSD Bhubaneswar	44
6.	Preparation of Supplementing Reading Material for Tribal Students (Workshop on Gond Tribe).	24 to 29 August, 1995	College of Education Ujjain	10
7.	Resource Development in States and Voluntary Agencies (Development Programme).	9 to 15 October, 1995	RASS Tirupati	15

S.No.	Title of the Programme	Dates	Venue	No. of Participants
8.	Resource Development in States and Voluntary Agencies (Training Programme)	14 to 19 November 1995	Calcutta Urban Service Consortium Calcutta	39
9.	Resource Development in States and Voluntary Agencies (Orientation Programme for AD NFEs of Madhya Pradesh)	9 to 13 January, 1996	College of Education Gwalior	28
10.	Training of NFE Faculty members of SCERTs	29 to 31 January, 1996	NCERT New Delhi	20
11.	Development of Learner-specific skill oriented material for street and working children.	13 to 16 February, 1996	Literacy House, Lucknow	14
12.	Annual Conference on Non-Formal Education.	27 to 28 February, 1996	NCERT New Delhi	78
13.	Development of Learner-Specific Materials for Street and Working Children.	11 to 15 March, 1996	NCERT New Delhi	10
14.	Resource Development in States and Voluntary Agencies	17 to 21 March, 1996	RIE Mysore	7
15.	National Seminar on Street and Working Children	25 to 26 March, 1996	NCERT New Delhi	10
16.	Profile of Non-Formal Education in Various States.	30 March to 2 April, 1996	NCERT New Delhi	14

Contd...

S.No.	Title of the Programme	Date	Venue	No. of Participants
-------	------------------------	------	-------	---------------------

17. Development of Teaching-Learning  
Material for NFE in Hindi

I Programme	10 to 23 June 1995	NCERT, New Delhi	9
II Programme	31 July to 4 August, 1995	NCERT, New Delhi	9
III Programme	21 to 28 August, 1995	NCERT, New Delhi	11
IV Programme	11 to 15 September, 1995	NCERT, New Delhi	6
V Programme	25 to 29 September, 1995	NCERT, New Delhi	6
VI Programme	30 October to 1 November, 1995	NCERT, New Delhi	6
VII Programme	8 to 10 November, 1995	NCERT, New Delhi	5
VIII Programme	1 to 5 January, 1996	NCERT, New Delhi	6
IX Programme	5 to 9 February, 1996	NCERT, New Delhi	7
X Programme	23 to 24 February, 1996	NCERT, New Delhi	9

## **Education of Scheduled Castes, Scheduled Tribes and Minorities**

With a view to hasten the process of Universalisation of Elementary Education (UEE), the NCERT is giving special emphasis on matters related to education of groups with special needs, such as scheduled castes (SCs), scheduled tribes (STs), minorities and disabled. Researches have shown that these sectors need special inputs inter alia to promote enrichment, retention and achievement among children of these groups. A new Department of Education of Groups with Special Needs (DEGSN) has been created in the National Institute of Education (NIE) for providing focussed attention in this important area of work. Highlights of programmes undertaken for education of groups with special needs are given below.

### **A Study to Determine the Efficacy of Ashram Schools**

A Planning Group meeting was organised in which details of each activity of the project were worked out. Keeping in view the fact that there are a number of anthropological studies on Ashram Schools, it was decided to focus attention on teaching learning processes and classroom interaction and analysing them in terms of effectiveness. Steps are being taken to finalise the tools for the study.

### **Training of Teacher Leaders and State Level Functionaries in Tribal Education and Teachers Working in Tribal Areas**

State-level functionaries of

Orissa have been trained. Services of these trained persons are to be utilised to train the teachers working with tribal children in DPEP districts particularly to acquaint them with tribal culture and society.

### **Tracer Study of NFE Passed Out Scheduled Caste Students**

The study was undertaken in eight districts of Madhya Pradesh. Findings of the study revealed the extent and efficacy of Non-Formal Education (NFE) in bringing out-of-school SC children into the mainstream of education and utilisation of NFE by SC children in their everyday lives.

### **An Annotated Bibliography on Educational Development of the Scheduled Castes**

The bibliography has been prepared and disseminated to the concerned institutions.

### **Supplementary Reading Material for Tribal Students**

Five supplementary readers on the Gond Tribes of Baster district of Madhya Pradesh have been developed.

### **Analytic Study of NFE Teaching Learning Materials from the Standpoint of Scheduled Castes and Scheduled Tribes**

NFE materials of Uttar Pradesh, Himachal Pradesh, Rajasthan, Madhya Pradesh, Haryana, Bihar, Orissa, Andhra Pradesh and Andaman and Nicobar Islands were evaluated during past years. During 1995-96, NFE teaching learning materials of Assam and Andhra Pradesh were analysed.



## Regional Level Inputs to Education of SCs/STs

The RIE, Bhopal undertook research projects on (i) evaluation of Ahsram Schools and (ii) study of 15 Special Schools which cater to the educational needs of talented tribal and SC children. Instructional materials in five tribal dialects and in Urdu were prepared by the State of Madhya Pradesh with the assistance of RIE faculty.

## Education of Minorities

The following studies planned earlier are in progress:

- ☐ Development of Training Package for Key Persons for Teaching Learning in Minority Institutions
- ☐ Analysis and Modification of Curriculum in Maktabas/Madrasas
- ☐ A Study of Educational Benefits Derived out of the Government Programmes/Schemes for Minorities with Particular Reference to Muslims.

## Reports and Other Materials Brought out during 1995-96

- ☐ Annotated Bibliography on Educational Development of the Scheduled Castes (xeroxed)
- ☐ Review of Present Interventions (xeroxed)
- ☐ Tracer Study of NFE Passed out Scheduled Caste Students (xeroxed)
- ☐ *Baster Ki Gond Lok Kathain Aur Lok Geet* (for Class IV) (xeroxed)
- ☐ *Baster Ki Gond Lok Kathain Aur Lok Geet* (for Class V) (xeroxed)
- ☐ *Abujhmarrhia Jeevan Evam Sanskriti Ki Ek Jhalak* (For Class VI) (xeroxed)
- ☐ *Musia Jeevan Evam Sanskriti Ki Ek Jhalak* (For Class VII) (xeroxed)
- ☐ *Bison-Horn Marrhia Jeevan Evam Sanskriti Ki Ek Jhalak* (For Class VIII) (xeroxed)
- ☐ Evaluation Report of the Analytic Study of Teaching Learning NFE Materials of Assam and Arunachal Pradesh (handwritten)



## Education of the Disabled Children

The Project Integrated Education for Disabled (PIED) was formulated to meet the needs of children with physical and intellectual disabilities, on the one hand, and make it responsive to educational needs of all children on the other. The project was launched in the states of Madhya Pradesh, Maharashtra, Nagaland, Orissa, Rajasthan and Tamil Nadu in 1987 and extended to the states of Haryana and Mizoram in the last quarter of 1988. Two urban slum areas from the Municipal Corporation of Delhi and the Municipal Corporation of Baroda were included in the project in 1990. The major goal of the project was to bring all disabled children to general schools as far as possible. A significant outcome of the project relates to change in policy incorporating education of children with disability as integral component of programmes envisaged in the National Policy on Education (NPE) and the programme of Action (POA). Other significant outcomes are:

- ☐ Planning and management know-how for preparing schools to meet educational needs of all children with special needs using Composite Area Approach, which has now become an essential part of the revised IEDC scheme of the MHRD.
- ☐ Content and process of teacher training to meet educational needs of all children in general schools.
- ☐ Development of instructional materials, both print and non-print, for use in teacher training programmes.
- ☐ Competency building in team of persons in the

IED Cell in the state and project teams to implement the programme and effective implementation of the scheme of IEDC.

The participating states have brought out 30 publications in the regional languages. The NCERT has brought out six video programmes, four computer programmes and eight publications.

During the year 1995-96, the following significant programmes were

conducted under PIED.

### Significant Programmes

#### Management Information System Concerning IED

Based on analysis of the data of the survey study, a publication titled *Integrated Education of Disabled in Common Schools* was brought out. The report contains statewise status reports about IEDC from 1992 to 1995. Some suggestive measures have been offered, and the status of IEDC implementation at a glance has inter alia been given. The

project report has been sent to all the IED Cells, MHRD and other concerned agencies for using the data appropriately.

#### Management Information System for PIED (UNICEF)

A computer programme was developed to feed data in computer regarding each disabled child enrolled in common schools in all the 10 project states covered under the UNICEF-assisted PIED. Records of 1,705 disabled children are being maintained for research purposes.

*A computer programme  
was developed to  
feed data in computer  
regarding each disabled  
child enrolled in  
common schools in all  
the 10 project states  
covered under the  
UNICEF-assisted PIED.*

### **Conferences to Develop Plans for IED Implementation**

Two state-level conferences of Educational Administrators were organised to develop plans for IED implementation utilising PIED experiences and to strengthen IEDC implementation. These plans are at state and district levels and for PIED areas. The reports of these two conferences along with recommendations were sent to the MHRD, Directors of Education and the participants for implementation.

### ***Regional Level Inputs for Education of the Disabled***

The RIE, Mysore conducted orientation programmes for key resource persons for implementation of the scheme of the IED in primary schools. Besides focusing on the characteristics of certain categories of disabled children, the programme also dealt with the classroom strategies to be adopted by primary school teachers for bringing about desired integration.

A training package for training of DIETs faculty in the 'Management of learning disabilities' was prepared

### ***Reports and Other Materials Brought out during 1995-96***

- ☐ State level Conference of Educational Administrators to Develop Plans for IEDC Implementation Utilising PIED Experiences (xeroxed)
- ☐ Handbook on PIED (typed)
- ☐ Integration of Disabled in Common Schools (xeroxed)
- ☐ Report of the Evaluation of Teacher Education Programmes for ICDS Functionaries (typed)
- ☐ Evaluation Report of Multi-Category Teacher Training Programme (MCTTP) (typed)
- ☐ Learning Achievement of Children at the Primary Level: A Baseline Assessment Study in Two Districts of Maharashtra.
- ☐ In-service Training of Education Personnel in India: Some Practices ( Part I)

# DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS

Workshops/Meetings/Seminars/Orientation/  
Training Programmes organised by the DEGSN  
during 1995-96.

<u>Sl. No.</u>	<u>Title of the Programme</u>	<u>Date</u>	<u>Venue</u>	<u>No. of Participants</u>
I	Special Education Programmes			
1.	State Level Conferences of Educational Administrators to develop plans for IEDC Implementation utilizing PIED Experiences (UNICEF -For the States of Madhya Pradesh and Gujarat)			
1.1	First Conference	14 to 15 June 1995	Bhopal	66
1.2	Second Conference	21 to 22 June 1995	DIET Baroda	48
2.	Vetting Group Meeting for the Course Outline of the Multi Category Teacher Training Programme	26 to 27 February 1996	NCERT New Delhi	8
3.	Workshop to develop an Evaluation Criteria for evaluating inservice Training Material from different States.	20 July 1995	NCERT New Delhi	12
4.	Workshop to evaluate and finance the Evaluation Criteria for evaluating Inservice Training Materials	28 July 1995	NCERT New Delhi	8
5.	Workshop to finalise and share Tools for Documentation and Evaluation of Inservice Training Materials.	9 August 1995	NCERT New Delhi	10
II	<u>Programme for SC/STs</u>			
6.	Preparation of Supplementary Reading Material for Students of Gond Tribes of Bastar (Madhya Pradesh)			
6.1	First Workshop	24 to 29 August 1995	Ujjain	11
6.2	Second Workshop	2 to 7 November 1995	Raipur	12
6.3	Third Workshop	12 to 17 February 1996	Raipur	13



6.4	Fourth Workshop	29 March to 3 April 1996	Raipur	8
7	A Study of determine Efficacy of Ashram Schools	28 February to 2 April 1996	NCERT New Delhi	4
8.	An Analytic Study of Teaching Learning NFE Materials of Assam and Arunachal Pradesh to find out Objectionable Material from the point of view of the Scheduled Castes	15 to 18 March 1996	Narendrapur	5
9.	Training of Teacher Leaders and State Level Functionaries in Tribal Education and Teachers working in Tribal Areas	21 to 24 March 1996	Bhubaneswar (Orissa)	20
10.	A Study /to determine Efficacy of Ashram Schools	31 March to 2 April 1996	NCERT New Delhi	9

## Education of the Girl Child

The NCERT stands committed for promotion of girls' education and equality between sexes through suitable interventions in the school education curricula. Field work and analysis of data of the study on 'Identification of factors relating to recruitment and posting of women teachers in rural and remote areas' was completed.

Six one-day workshops were organised for 360 teachers for giving them an open forum to express their views on recruitment and transfer problems faced by female teachers in rural areas. Interaction was made with more than 700 parents and members of the village, block, district and state level officials.

### *Training on Methodology of Women Education and Development*

Twenty participants drawn from 9 states, viz. Assam, Andhra Pradesh, Karnataka, Maharashtra, Manipur, Meghalaya, Orissa, Punjab and Tamil Nadu participated in a six-week training programme on the methodology of Women's Education and Development. Training manuals and materials were developed especially for this training programme.

Resource support was provided in gender training programmes organised by Haryana and Rajasthan and to several other organisations like NIEPA, NIPCCD, IAMR, Family Planning Association of India, Institute of Economic Growth,

World Bank, UNESCO, UNFPA and UNICEF. NCERT textbooks of the primary stage were evaluated from the standpoint of gender bias and gender stereotyping. Exemplar materials consisting of 30 biographies of eminent women who contributed in the Freedom Struggle and social upliftment of women were prepared. A Fact Sheet on Education of Girl Child in India was published. Teacher's handbooks focussing on girls' education and women's empowerment for primary and upper primary school teachers were prepared. The Hindi and Urdu versions of the handbooks have been published and the English versions are under print. Work has been initiated on preparation of a Source Book on Development of Girls' Education and Women's Empowerment. UNESCO has published a volume of resource materials in gender training of primary teachers and head teachers titled *From Girl Child to Person*, prepared by a faculty member of the NCERT.

### *Regional Level Inputs to the Education of the Girl Child*

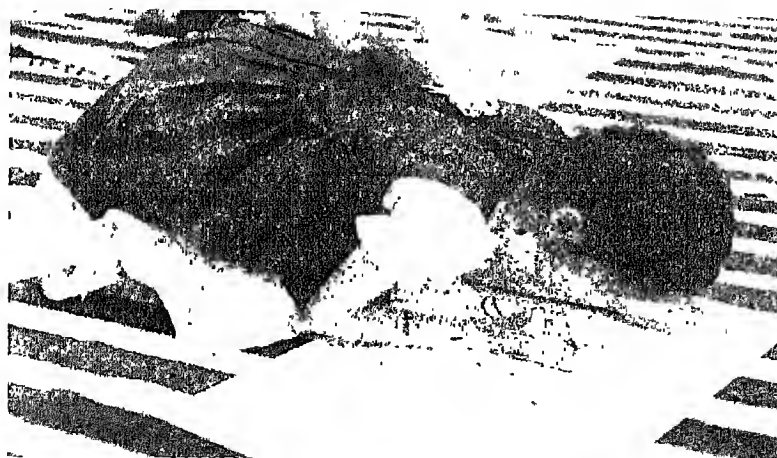
The RIE, Bhopal has designed projects for education of girls in rural, tribal and remote areas which inter alia include community awareness and participation, leadership by elderly women in villages, evaluation of textbooks from the standpoint of gender equality, school friendliness programmes and Village Education Committees (VECs) and panchayats to monitor and



supervise education of girl children, particularly the children coming from weaker sections of the society. The institute is providing basic educational inputs by way of guidance and capability-building of the teacher educators for education of the girl child.

### *Reports and Other Materials Brought out during 1995-96*

- *Pathyakram Ke Madhyam Se Nari Samta Evam Adhikaron Ka Shikshan — Prathmic Istar Ke Liye Shikshak Sandarshika* (printed)
- Handbook for Urdu Teachers (printed)
- DPEP Gender Studies Reports of Eight States (Assam, Kerala, Karnataka, Maharashtra, Orissa, Tamil Nadu, Madhya Pradesh and Haryana) (typed and xeroxed)
- *From Girl Child to Person* (Published by UNESCO)
- Education of Girl Child in India, a Fact Sheet (published)
- Women who Created History (typed and xeroxed)
- Report of the Sixth Training Programme on Methodology of Women's Education and Development (typed and xeroxed)



## DEPARTMENT OF WOMEN STUDIES

Work shops/Seminars/Conferences/Training/  
Orientation Programmes organised by DWS  
during 1995-96.

Sl. No.	Titled of the Programme	Dates	Venue	No. of Participants
1.	Sixth Training Programme on Methodology of Women's Education and Development	8 January to 16 February 1996	NCERT New Delhi	20
2.	Identification of Factors relating to Difficulties in Recruitment and Posting of Women Teachers in Rural Areas			
	- First Workshop	21 September 1995	Rajgarh Madhya Pradesh	62
	- Second Workshop	26 September 1995	Sardar, Dhar Madhya Pradesh	56
	- Third Workshop	15 November 1995	Udaipur Bikaner	73
	- Fourth Workshop	27 November 1995	Chittol, Banswara Rajasthan	72
	- Fifth Workshop	26 February 1996	Kanth Moradabad Uttar Pradesh	67
	- Sixth Workshop	6 March 1996	Geneshpur Barabanki Uttar Pradesh	65

# ***VII***

***NON-FORMAL EDUCATION AND  
EDUCATION OF GROUPS WITH SPECIAL NEEDS  
(SC/ST, Minorities, Disabled & Girls)***

***1996-97***



## AN OVERVIEW

### Non-Formal Education and Alternative Schooling

Efforts were made towards creating a strong resource base at the state level organisations as well as voluntary organisations through regional process-oriented programmes. Voluntary organisations in the states were assisted in training of NFE functionaries. A need-based training programme for the faculty members of SCERTs of Bihar, Orissa, Uttar Pradesh, Sikkim and Nagaland was organised. Three training programmes for the faculty of DRUs of Assam and two training programmes for the DRUs located with voluntary agencies in different states were organised. Three training workshops to help the voluntary organisations getting grants to implement the centrally sponsored NFE scheme were organised. Voluntary organisations were also assisted in the training programmes organised by them. Five instructional packages under the project, 'Development of Learner-specific Skill-based Materials for Street and Working Children' in: (i) agricultural activities, (ii) repair workshops, (iii) roadside *dhabs*, tea shops and restaurants, (iv) rag-pickers, and (v) girls working in several types of home crafts were developed.

A design was evolved for development of MLL-based 12 teaching-learning materials catering to four semesters of primary level NFE programme under the series *Miller Seekhein*. A book on environmental studies following the pictorial frame was finalised. Four more local-specific titles based on popular folk stories, children's games, riddles, songs, proverbs and jokes are under print. In the context of development of supplementary materials in mathematics at primary level for motivational and joyful learning, a regional workshop was organised. At the instance of MHRD, the NCERT undertook the responsibility of organising review meetings where the voluntary agencies engaged in innovative experiments in elementary education including NFE, came together and shared their views. A two-day workshop was organised for finalisation of tools for collection of field level data about innovative endeavors. A two-day peer group meeting was also organised for sharing experiences on innovative programmes, implementation strategies and replica-

bility. An annual conference in NFE and alternative schooling was organised which concentrated on emerging issues such as: (i) concept of alternative school and NFE in the context of UEE, (ii) mechanism to ensuring comparability of alternative schooling, NFE and formal schooling, and (iii) the roles and functions of Panchayati Raj institution in the implementation of the programmes for NFE and alternative schooling.

### Education of SCs, STs and Minorities

Based on the life and culture of Kond and Saora tribes, supplementary reading materials are being developed through Ornya script. Textbooks for Class II in Santhali, Mundari, Kuruka, Kharia and Ho languages were developed in Devanagari script for Bihar State. Drafts of the two primers for Warli and Rathwa tribes of Gujarat were developed in Gujarati script. Analytical study of teaching-learning material of elementary stage, from the standpoint of maternal prejudicial for SCs/STs and minorities, continued. A study to determine the efficacy of Ashram Schools is in progress. A study on analysis of curriculum in *Maktabs*/*Madrasas* has been undertaken. A blueprint of the training package for the teachers of minority institutions was developed.

### Education of the Disabled Children

A workshop for personnel from seven states was organised to work out an action plan for strengthening the IEDC in their respective states. In the context of teaching of Hindi language to hearing impaired children in integrated schools, a handbook for primary school teachers is being developed. A project to consider possible flexibility that can be introduced in the examination system for the children with special needs at the elementary and secondary levels is in progress. A training package for primary school teachers teaching disabled children is being developed. In order to promote integrated education for the disabled children, an orientation programme for NGOs in the southern region was organised. In order to strengthen the IEDC implementation, a state level conference of educational administrators to develop plans for integrated education of the disabled, utilising the experience of Project Integrated Education of the Disabled (PIED), was organised and plans for implementation of IEDC were developed.

## Education of the Girl Child

Eighteen female and 15 male participants underwent a six-week training programme on 'Methodology of Women Education and Empowerment'. Among other things, a training manual was developed for use in the training programme. A study on 'Identification of Factors Relating to Recruitment and Posting of Women Teachers in Rural Areas' in Madhya Pradesh, Uttar Pradesh, Bihar and Rajasthan has been completed.

The data of the Sixth All India Educational Survey was analysed from the gender point of view and a hand-out was prepared. The report of the situation of girls/women in Delhi was prepared in collaboration with TINNARI (the Centre for the Third World Women's Studies for Delhi State Commission). The textbooks for the upper primary stage were evaluated from the standpoint of gender bias and gender stereotyping.

A country paper on 'Situation of Girl Child in India' was prepared and presented in SAAARC Workshop on Mid-Decade Review of the Girl Child. Papers were presented in the Ninth World Congress on Comparative Education held at the University of Sydney, Australia. Resource support was provided in gender training programmes organised by the SCEKTs of Haryana and Rajasthan, and several other organisations.



## **NON-FORMAL EDUCATION AND EDUCATION OF GROUPS WITH SPECIAL NEEDS**

### **NON-FORMAL EDUCATION**

To place the Non-Formal Education (NFE) on sound footing, the NCERT has been concentrating on resource development, development of teaching-learning materials and identification of strategies for alternative schooling. Efforts were made towards creating a strong resource base at the state level organisations as well as the voluntary organisations through regional process-oriented training programmes. Voluntary organisations of different states were assisted in the training of NFE functionaries to act as a resource team for their states. They were trained in the scrutiny and analysis of MLL-based NFE materials and provided practical training in effective transaction of teaching-learning materials in the NFE Centres.

#### **Training**

##### **Training of NFE Faculty Members of SCERTs**

A training programme for the faculty members of the SCERTs of Bihar, Orissa, Uttar Pradesh, Sikkim and Nagaland was designed on the basis of their needs as well as latest developments in educational planning process in Elementary Education. Among other things, the activities centred round the task of analysing and reviewing curricula and instructional materials, strategies of development of local-specific and MLL-based materials and conducting field-based research studies.

##### **Training of DIETs/DRUs**

Three training programmes for the faculty of DRUs of Assam and two training programmes for the DRUs located with voluntary agencies in different states were organised. A Training Manual for DRUs personnel was used during training programmes in which new trends and strategies of NFE programmes in the context of Education For All, especially under the DPEP, were highlighted. Analysis of teaching-

learning materials and demonstration of various field activities are some of the main features of the training programmes for DIETs/DRUs.

##### **Resource Development in States and Voluntary Agencies**

Three training workshops to help the voluntary organisations getting grant from the MHRD to implement the centrally sponsored NFE scheme were organised at SRC, Chennai, Rayalseema Seva Samiti, Andhra Pradesh, and at SIEMAT, Allahabad. Voluntary organisations were also helped in the training programmes organised by them for different levels of NFE functionaries of Rajasthan, Haryana, Manipur, Maharashtra and Bihar.

#### **Development**

##### **Learner-specific Skill-based Teaching-learning Materials for Street and Working Children**

Designing educational programmes for street and working children is a critical area of curriculum concern in India. Based on the philosophy and focus of various organisations, several strategies have been evolved at Non-Government Organisations (NGOs) and at government levels. Under the project, 'Development of Learner-specific Skill-based Materials for Street and Working Children', drafts of five instructional packages were developed for five categories of street and working children, namely, children engaged in (i) agricultural activities, (ii) children working in repair workshops (cycle, scooter, car, etc.), (iii) children employed by road-side dhabas, tea shops and restaurants, (iv) rag-pickers, and (v) girls working in several types of home-crafts.

Four primers and 72 lessons were developed. The lessons were sequentially arranged in five packages. These materials were developed on the basis of (i) identification of vocabularies of five groups of children prepared through frequent interactions, (ii) analysis and review of day-to-day life situations and environmental set-up of the concerned groups, (iii) competencies identified under MLLs at primary level, (iv) designing potential strategies for presentation of the content areas with specific focus on children's concerns and MLLs.

The lessons were developed in a variety of format and style: name, story, poem, songs, dialogue, travelogue, narration, games, pictorial frame for generating discussions, cards and posters. There is emphasis on the joyful learning. The learning situations provide ample scope for critical analysis of problems faced by these children. The materials developed as integrated packages are currently being field-tested

### **MLL-based Pictorial Materials in Environmental Studies**

The NCERT has evolved a design for development of MLL-based 12 teaching-learning materials catering to four semesters of primary level NFE programme under the series *Milkar Seekhein*. A workshop was organised for finalisation of one book in Environmental Studies following the pictorial frame. The book focuses on developing pre-learning basic skills (e.g. observation, differentiation and classification of objects in environment and in work places) among learners.

### **Local -specific Materials**

Under the series *Milkar Seekhein*, four more titles are under print. The material is based on popular folk stories, children's games, riddles, poems, songs, proverbs and jokes.

### **Supplementary Materials in Mathematics at Primary Level for Motivational and Joyful Learning**

Under this programme, levels of children of the third and the fourth semesters in NFE were identified with regard to their power of understanding mathematical terms, concepts, principles, processes and language on the basis of personal interaction with them. Two NFE Centres and two formal primary schools in Delhi were selected for this purpose.

A regional workshop (covering southern region) was organised for developing exhaustive supplementary materials. Similar materials have been planned to be prepared through regional workshops.

### **NFE Training Package for Upper Primary NFE Centres**

A detailed schedule of NFE Instructors' training has been developed which would

make the basis for smooth running of NFE Centres being run by states and voluntary agencies. The states of Haryana, Uttar Pradesh and Manipur were assisted in the development of teaching-learning materials.

### **Evaluation**

The MHRD, Government of India, under its grant-in-aid scheme, provides hundred per cent financial assistance to various voluntary agencies for carrying out innovations and experimentation in Elementary Education, including NFE. At the instance of the MHRD, the NCERT undertook the responsibility of organising review meetings where the voluntary agencies engaged in such experimentations would come together and share their views with each other and steps could be taken for wider dissemination of information on educational innovations.

About 34 leading voluntary organisations are engaged in experimentation/innovations in NFE. The activities of these agencies include evolving innovative strategies for development of curriculum and instructional materials, identification of teaching-learning strategies, and networking with various developmental and community development-oriented organisations. In order to share experiences and identifying innovative components of the programme, a two-day workshop was organised in which tools were finalised for collection of field level data about innovative endeavours. A two-day Peer Group Meeting was also organised for sharing experiences among the field functionaries on innovative programme implementation strategies, replicability and areas of mutual development. The programme provided information on the areas of educational intervention through innovative NFE and other educational programmes. The major issues discussed were: (i) mainstreaming of the innovative strategies with state educational programmes, and (ii) creating technical support system for capacity-building in various state and voluntary organisations.

### **Extension**

An annual conference in NFE and Alternative Schooling was organised from 26 to 28 February 1997. The deliberations concentrated on emerging issues, viz. (i) the concept of Alternative Schooling and NFE in the context of UEE, (ii) mechanism of ensuring

comparability of Alternative Schooling, NFE and the Formal School, and (iii) the roles and functions of Panchayati Raj institutions in the implementation of the programmes for NFE and Alternative Schooling.

Besides organisational level programmes and activities in the NCERT, consultancy was provided to various government and voluntary organisations including SCERTs and DIETs in designing educational programmes based on MLLs and in the area of Work Experience.

### **Regional Level Inputs to Non-Formal Education**

The RIE, Bhopal is working on the development of Alternative Schooling system suited to rural and tribal areas. Formative evaluation of Alternative Schooling projects was conducted in six districts of Madhya Pradesh at the instance of the Rajiv Gandhi Primary Siksha Mission.



## EDUCATION OF SCHEDULED CASTES, SCHEDULED TRIBES AND MINORITIES

With a view to hasten the process of Universalisation of Elementary Education (UEE), the NCERT is giving special emphasis on matters related to education of groups with special needs such as scheduled castes (SCs), scheduled tribes (STs) and minorities. Based on the life and culture of the Kondh and Saora tribes, supplementary reading materials are being developed through Oriya Script. Textbooks for Class II in Santhali, Mundari, Kuruka, Kharia and Ho languages were developed in Devanagari script for the Bihar State. Drafts of the two primers for Warli and Rathwa tribes of Gujarat were developed in Warli and Rathwa languages through Gujarati-script

The analytical study of teaching-learning material of elementary stage from the standpoint of material prejudicial for SCs, STs and minorities continued. A training programme for teacher leaders of state level functionaries in tribal education was undertaken. A study to determine the efficacy of Ashram Schools is in progress. A programme of Analysis of Curriculum in Maktabas/Madrasas has been undertaken with a view to bring the children studying in these traditional institutions at par with children studying in other schools by suggesting curriculum modifications in the light of the Minimum Levels of Learning (MLLs). Curricula and instructional materials have been collected from Madhya Pradesh. Collection of materials, data, etc. from Kerala and Uttar Pradesh is in progress.

A blueprint of training package for the

teachers teaching in minority institutions was developed. A perspective paper on the role assigned to the teachers of minority institutions is being prepared.

### Reports and Other Materials Brought Out during 1996-97

#### Supplementary Reading Material for Tribal Students



1. Saora Sanskriti
2. Kondh Sanskriti
3. Saora Lok Kathain
4. Kondh Lok Kathain (manuscript)

#### Textbooks in Tribal Dialects

1. Primer/Textbook for Class II in Santhali language (Bihar)
  2. Primer/Textbook for Class II in Mundari language (Bihar)
  3. Primer/Textbook for Class II in Kurukh language (Bihar)
  4. Primer/Textbook for Class II in Kharia language (Bihar)
  5. Primer/Textbook for Class II in Ho language (Bihar)
  6. Primer/Textbook for Class I in Warli language (Gujarat)
  7. Primer/Textbook for Class I in Rathwa language (Gujarat)
- (All manuscripts)

## EDUCATION OF THE GIRL CHILD

The NCERT continued assisting and advising the central and the state governments in implementation of the National Policy on Education (NPE) 1986 (with modifications undertaken in 1992) with respect to Education for Women's Equality and Empowerment. This Organisation acts (i) as a National Resource Centre for Women's Education and provides consultancy to the United Nations and certain other international organisations and (ii) as a nodal point for women's education for SAARC activities. Interventions are made in the areas of policy planning, curriculum and teacher education for removing gender disparities and gender bias.

### **Seventh Training Programme on Methodology of Women's Education and Development**

Eighteen female and 15 male participants underwent a six-week training programme on Methodology of Women's Education and Empowerment. The participants were drawn from 18 states and UTs, viz. Mizoram, Nagaland, Manipur, Assam, Kerala, Andhra Pradesh, Tamil Nadu, Pondicherry, Goa, Madhya Pradesh, Uttar Pradesh, Rajasthan, Bihar, Gujarat, Haryana, Maharashtra, Himachal Pradesh, and Jammu and Kashmir. The methodology of the training programme is highly participatory and rich interaction among diverse cultural groups is in itself rewarding. A training manual and some other materials were developed for use in the programme.

### **Report of the Working Group on Education and Training for Women's Empowerment**

The Working Group set up by the Central Social Welfare Board gave its analysis and recommendations on the reorganisation of the condensed courses of Education and Vocational Training for women in the age-group 15-35. The Head of the Department of Women's Studies, NCERT was the convenor of the above Group.



### **Studies Related to Women's Education**

A study on 'Identification of Factors Relating to Recruitment and Posting of Women Teachers in Rural Areas' in four major northern states, viz. Madhya Pradesh, Uttar Pradesh, Bihar and Rajasthan has been completed. The study employed both quantitative and qualitative techniques and was carried out in the participatory mode. It was completed in two parts. (i) Policy analysis (policies regarding recruitment, posting and transfers of teachers in elementary schools in rural areas); (ii) Analysis based on information collected through canvassing interview schedules to teachers and parents and group discussions. The findings and recommendations of the study would help the states in restructuring their policies and procedures for recruitment and posting of women teachers in rural areas. Twenty district reports under the District Primary Education Programme (DPEP) Gender Studies

Mysore developed training material to enable teachers to identify children with disabilities in learning and the classroom strategies. A training package on remedial instruction in Mathematics for slow learners at the upper primary level was also developed.

**Reports and Other Materials Brought Out during 1996-97**

1. Project Integrated Education for Disabled:  
A Handbook
2. Evaluation Study of the Training Programme for ICDS functionaries for Meeting Early Identification and Intervention for Children with Special Needs.



Annual Report  
1996-97

were reviewed. A national report covering 44 districts of eight states was finalised.

The data of the Sixth All India Educational Survey was analysed from gender point of view and a hand-out was prepared for printing. A report on the situation of girls/women in Delhi was prepared in collaboration with TINNARI (the Centre for Third World Women's Studies for Delhi State Commission).

The NCERT textbooks for the upper primary stage were evaluated from the point of view of gender bias and gender stereotyping

### **Resource Support and Consultancy**

Resource support was provided in gender training programmes organised by the SCERTs of Haryana and Rajasthan and several other organisations like NIEPA, IAMR, Delhi University, Family Planning Association of India, Lok Jumbish (Rajasthan), Media Advocacy Group, Delhi. A country paper was prepared and presented on 'Situation of Girl Child in India' in SAARC workshop on Mid-Decade Review of the Girl Child. Papers were presented in the Ninth World Congress on Comparative Education held at the University of Sydney, Australia.

One faculty member was deputed to participate in a six-week training programme, Gender Planning Training Project, held at

Lal Bahadur Shastri National Academy, Mussoorie, sponsored by the Government of India and the U.K. The training was followed by a follow-up post-course workshop and an end-of-project seminar.

### **Report and Other Materials Brought Out during 1996-97**

1. Manual and Report of the Seventh Training Programme on Methodology of Women's Education and Development (xeroxed)
2. Reports on the Evaluation of Upper Primary Textbooks Prepared by the NCERT from the Point of View of Gender Bias (typed)
3. Women Who Created History (under print)
4. Legal Literacy for Educational Personnel with Focus on Girls and Women: Resource Material (under print)
5. Situation of Girls and Women in Delhi
6. Women's Equality and Empowerment through Curriculum: Handbook for Teachers at Upper Primary Stage
7. Report of the Central Social Welfare Board Working Group on Education and Training for Women's Empowerment (xeroxed)
8. *Balika Mein Sakaratmak Atma Bodh Vikas* (under print)



# DEPARTMENT OF EDUCATION IN NON-FORMAL AND ALTERNATIVE SCHOOLING

S.No.	Title of the Programme	Dates	Venue	No. of Participants
1	2	3	4	5
1.	Workshop for Peer Group Evaluation of Voluntary Organisations.	23 to 25 April 1996	NCERT, New Delhi	6
2.	Resource Development in States and Voluntary Agencies.	6 to 10 May 1996	SRC, Madras	60
3.	Training of DIET/DRU Faculty.	17 to 21 May 1996	NCERT, New Delhi	20
4.	Resource Development in States and Voluntary Agencies.	20 to 24 May 1996	RASS, Tirupati	74
5.	Peer-Group Evaluation of Innovative and Experimental NFE Programmes.	29 to 30 May 1996	NCERT, New Delhi	67
6.	Development of Supplementary Materials in Maths for Motivational and Joyful Learning.	7 to 10 October 1996	CERIT, Mitrani Keth, Kerala	15
7.	Meeting of the Sub-Committee: Ninth Five Year Plan Formulation in the area of Non-Formal Education.	23 October 1996	NCERT, New Delhi	8
8.	Training of DIETs/DRUs faculty	21 to 25 November 1996	DIET, Mirza Assam	36
9.	Resource Development in States and Voluntary Agencies.	6 to 10 January 1996	SIEMAT, Allahabad	68
10.	Training of NFE Faculty Members of SCERTs.	3 to 7 February 1997	SCERT, Patna	33



1	2	3	4	5
11.	National Seminar on NFE and Alternative Schooling.	26 to 28 February 1997	NCERT New Delhi	36
12.	Development of NFE Training Package for Upper Primary NFE Centres.	31 March to 4 April 1997	SCERT Gurgaon	24
13.	Development of Supplementary Materials for Reinforcement of Comprehension Skills in Children.	31 March to 6 April 1997	Literacy House Lucknow	23

Specific Grant from MHRD

14.	Development of Teaching Learning Materials for NFE in Hindi.	26 to 29 April 1996	NCERT New Delhi	4
-----	--	---------------------	-----------------	---

# DEPARTMENT OF EDUCATION OF GROUPS WITH SPECIAL NEEDS

S.No.	Title of the Programme	Dates	Venue	No. of Participants
1	2	3	4	5

## (A) Special Education

1.	Refresher Course for Single Disability Oriented Teachers in other Disabilities.	5 May to 4 June, 1996	Madurai	42
2.	Strengthening of Integrated Education of Disabled Children (IEDC) in the States	10 to 11 September 1996	NCERT New Delhi	25
3.	Regional Orientation Programme of Non-Govt. Organisation (NOGs) to promote Integrated Education for Disabled Children	23 to 27 September 1996	Ernakulam	95
4.	A Benchmark Survey to identify Disability amongst Children in the Age 6-14 Years Age Group in the DPEP Districts.	30 September to 1st October 1996	NCERT New Delhi	11
5.	Examination Procedures for Children with Special Needs at the Elementary and Secondary Levels.	31 October to 1 Nov., 1996	NCERT New Delhi	40
6.	Examination Procedures for Children with Special Needs at the Elementary and Secondary Levels.	5 March 1997	NCERT New Delhi	9

## (B) SC/ST Education

7.	Preparation of Supplementary Reading Material for Tribal Students-Planning Group Meeting for Orissa State.	13 to 13 June 1996	Bhubaneswar	19
8.	Training of Teacher Leaders and State Level Functionaries in Tribal Education.	15 to 19 July 1996	NCERT New Delhi	18
9.	Preparation of Textbook in Tribal Dialects, Gujarat State.	3 to 4 September 1996	Ahmedabad	12

1	2	3	4	5
10.	Preparation of Supplementary Reading Material for Tribal Students-Working Group Meeting for Orissa State.	17 to 18 September 1996	Bhubaneswar	27
11.	Preparation of Supplementary Reading Material for Tribal Students-Workshop for Orissa State.	18 to 23 November 1996	Bhubaneswar	40
12.	Workshop for preparation of Textbooks in Tribal Dialects.	9 to 18 December 1996	NCERT New Delhi	12
13.	Workshop for preparation of Textbooks on Tribal Dialects.	20 to 31 January 1997	NCERT New Delhi	17
14.	Preparation of Supplementary Reading Material for Tribal Students Workshop for Orissa State.	27 February to 4 March 1997	Bhubaneswar	24
15.	Preparation of Textbooks in Tribal Dialects-Workshop for Gujarat State.	31 March to 5 April 1997	Ahmedabad	24
<b>(C) <u>Minority Education</u></b>				
16.	Analysis and Modification of Curriculum in Marktabs-Planning Group Meeting.	10 to 11 July 1996	NCERT New Delhi	18
17.	Development of Training Package for Key Persons for Teacher Training in Minority INstitutions.	23 to 24 September 1996	NCERT New Delhi	11

## DEPARTMENT OF WOMEN STUDIES

S.No.	Title of the Programme	Dates	Venue	No. of Participants
1	2	3	4	5
1.	Seventh Training Programme on Methodology of Women's Education and Development.	19 August to 27 September 1996	NCERT New Delhi	33



# ***VIII***

***NON-FORMAL EDUCATION AND  
EDUCATION OF GROUPS WITH SPECIAL NEEDS  
(SC/ST, Minorities, Disabled & Girls)***

***1997-98***



## AN OVERVIEW

### Non-Formal Education and Alternative Schooling

Learner Specific instructional materials related to vocabulary were developed for street and working children, girls living in slum areas, children working in *dhabas*, repairing workshops. The vocabulary of children engaged in various activities, its gradation, coverage in lessons and teacher's notes for transactional processes formed part of the developed materials. For capacity building of curriculum framers and material developers at upper primary stage, competencies were identified and guidelines were developed for Language, Mathematics, Science, Social Sciences and Work Experience. After identifying the expected competencies at the end of Class VI of formal schools, competency based textual materials for learners of the NFE were modified and fresh materials in Algebra and Geometry were developed. The Supplementary Readers I and II were reviewed and finalised.

The NFE faculty members of SCERTs/ SRCs in NFE and Alternative Schooling were oriented in various aspects of NFE Programme. For sharing of experiences two

programmes were organised involving State Government officials and NGOs.

Under the MHRD's Scheme of Grant-in-Aid to Voluntary Agencies for carrying out innovations and experimentation in elementary education, including NFE, a peer review of proposals for innovative and experimental projects in NFE was undertaken. Consultancy services in the field of NFE were extended to various governmental and voluntary organisations.

### Education of Scheduled Castes and Scheduled Tribes, and Minorities

Language textbooks for Classes I and II for children of the Santhal, Munda, Oraon, Kharia, Saora, Gond and Irula tribes were prepared in tribal dialects (Regional scripts) and disseminated to the concerned States. The manuscripts of textbooks in Warli and Rathwa tribal dialects of Gujarat and Santhali, Mundari, Kurukh, HO and Kharia of Bihar were finalised. Manuscripts of the Supplementary Reading materials for Saora and Kondh tribes of Orissa were also finalised.

To study the efficacy of Ashram Schools to meet the educational needs of tribal children in terms of learning materials, teaching-learning process and achievement, necessary preparations were made for conducting case studies of selected Ashram schools in Andhra Pradesh, Gujarat, Orissa and Madhya Pradesh. Workshops were organised for identification of attitudinal issues, development of methodology and the training activities for changing attitude of non-tribal teachers towards tribal children. Tribal areas teachers were involved in these workshops. Using the training methodology developed 3000 teachers were covered. A 'Handbook of Information for Teachers on Educational Development of the Scheduled Castes' was developed to enable teachers to understand problems of Scheduled Castes children in learning situations. A study

was undertaken to analyse the content of curricula of Maktabas/Madrasas and to suggest modifications in terms of MLLs at the primary level.

### **Education of the Disabled Children**

A Handbook was developed after identifying the difficulties faced by the hearing impaired children in integrated schools and special schools to assist the primary school teachers, teacher educators and educational planners in planning teaching of Hindi language in an integrated setting. On the basis of assessed needs, the manuscript of another Handbook was developed for providing concrete guidelines for teachers to integrate children with low vision in mainstream environment. A guide book suggesting organisation of a resource room in a normal school, where disabled children are to be integrated, has been developed. Academic assistance was provided to Madhya Pradesh, Uttar Pradesh, Kerala, Maharashtra and Haryana to formulate their plans of action for implementation of integrated education in the DPEP districts. A workshop was organised to share experiences drawn from the Project Integrated Education of the Disabled (PIED) with the Directors of Education and the Deputy Directors of IED Cells in the States. A report highlighting the recommendations for implementing integrated education of the disabled was finalised. Resource support was provided for the disabled in the Central Schools.

### **Education of the Girl Child**

A National Seminar-cum-Workshop was organised to reflect on the progress made in the education of girls and women during 1947 to 1997 and to identify critical issues in education and development of girls, and to work out future directions for education of girls and women towards achieving the ultimate goal of gender equality. The Seminar made several valuable recommendations. A conference was organised to deliberate on the state of education of the Muslim girls. The conference made valuable suggestions to provide school education to Muslim girls and bringing them in the mainstream.

In the second phase of implementation of the Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Haryana, emphasis was given on advocacy for education of the girl child and school based programme on quality and gender equality. Two hundred eighty-six primary teachers were trained in this phase. Six awareness campaigns (Shiksha Utsavs) were organised.

Textbooks of Classes I and II of Maharashtra were evaluated from the standpoint of gender bias and gender stereotyping with the help of tools developed by the NCERT.



## Non-Formal Education

**T**O PLACE the Non-Formal Education (NFE) on sound footing, the NCERT has been concentrating on resource development, development of teaching-learning materials and identification of strategies for alternative schooling. Efforts were made towards creating a strong resource base at the state level organisations as well as the voluntary organisations through regional process oriented training programmes. Voluntary organisations of different states were assisted in the training of NFE functionaries to act as a resource team for their states. They were trained in the scrutiny and analysis of NFE materials and provided practical training in effective transaction of teaching-learning materials in the NFE Centres. All materials developed as prototype are open for adaptation, modification and free use by the user agencies-whether state or NGO. Highlights of the programmes undertaken during 1997-98 are as follows.

### Development

#### *Learner-specific Materials for Street and Working Children*

Four workshops were organised to develop materials for street and working children,

girls living in the slum areas, children working in *dhabas*, repair-workshops etc., involving refinement of vocabulary list of children engaged in various activities separately, its gradation, coverage in various lessons, development of lessons, teacher's notes for transactional process. The manuscripts are ready for finalisation.

#### *Academic Guidelines for NFE Programme at Upper Primary Level*

With a view to developing capacity in textbook writing at Upper Primary Stage, competencies were identified and guidelines were developed in the areas of Language (Hindi, English), Mathematics, Science, Social Science and Work Experience for curriculum framers and material developers.

#### *Textual Materials in Mathematics for the First Year of the Middle Stage of NFE*

After identifying the competencies earmarked for Class VI of formal schools, the guidelines for the authors of instructional materials were reviewed and the competency-based textual materials developed were modified. Fresh materials in Algebra and Geometry were developed on similar lines.



Academic guidelines were developed in one of the workshops for NFE at Upper Primary level.

### **Supplementary Materials for Reinforcement of Comprehension Skill in Children**

The Supplementary Reader-I was reviewed and finalised. Additional material for second supplementary reader was developed, reviewed and modified.

### **Training**

#### **Training of NFE Faculty Members of SCERTs/SRCs in NFE and Alternative Schooling**

A training programme was organised for 34 participants from Delhi, Himachal Pradesh, Haryana, Jammu and Kashmir, Madhya Pradesh, Uttar Pradesh, and Rajasthan at the SCERT, Gurgaon to sensitise the participants to the materials and innovations developed for primary level, reviewing of the NCERT model having the cycles of 12,10,8 days on the basis of difficulties faced by the states in its execution, sensitisation and environment building for future work in NFE at upper stage and capacity building for the same, and advocacy for assistance to states of NGO's Projects through Pre-Sanction Appraisal (PSA), Joint Evaluation Team (JET) and the role of SCERTs vis-a-vis Panchayati Raj Institutions and Local Self Government.

#### **Resource Development in States and Voluntary Agencies**

Two Training programmes were held at the SCERT, Udaipur and RASS, Tirupati to provide a forum for sharing the experiences of various voluntary agencies, bringing Government and NGO's together for sorting out administrative and academic problems, needs for self evaluation, helping JETs and PSAs, interacting with PRIs and local communities and establishing close working relationship with SCERTs, SRCs and DIETs.

### **Research**

Under the DPEP sponsored research on

Interlinkage of DPEP Structures and Panchayati Raj Institutions, the field work has been completed in two States and intensive interviews have been carried out.

### **Evaluation**

The MHRD, Government of India, under its grant-in-aid scheme, provides hundred per cent financial assistance to various voluntary agencies for carrying out innovations and experimentation in Elementary Education, including NFE. At the instance of the MHRD, the NCERT undertook the responsibility of organising review meetings where the voluntary agencies engaged in such experimentations would come together and share their views with each other and steps could be taken for wider dissemination of information on educational innovations. A Peer Group review of innovative and experimental projects in the area of Non-Formal and Elementary Education was undertaken from 24 to 26 November 1997. Twenty-five voluntary agencies getting grants from the MHRD, Government of India, participated in the review meeting. These were required to make a presentation of the progress made by them under the four major areas viz., objective of the project, methodologies adopted, extent to which objectives have been achieved and the major problems faced and how these were solved. The peers were requested to make suggestions for overcoming persisting problems. The educational experts also offered suggestions. This meeting provided unique opportunity of sharing experiences among NGO-peer groups, benefit with each other's experiences and making adaptation for replications wherever possible. Thirty-seven participants from Andhra Pradesh, Bihar, Chandigarh, Delhi, Kerala, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Uttar Pradesh and West Bengal attended the review meeting.

### **Extension**

Besides organisational level programmes

and activities in the NCERT, consultancy was provided to various governmental and voluntary organisations working in the field of Non-Formal Education.

### **Regional Level Inputs to Non-Formal Education**

The RIE, Bhopal developed supplementary materials in Non-Formal Education and Alternative Schooling and completed evaluation of Alternative Schooling Project of the Rajiv Gandhi Prathmic Shiksha Mission (RGPSM) in six districts of Madhya Pradesh. Induction and enrichment level training to Key Resource Persons of Madhya Pradesh and DRU, members of DIETs of Maharashtra, Goa and Gujarat was also imparted.

The RIE, Mysore prepared Mass media Materials on competency-based teaching

for Non-Formal Education centres of Tamil Nadu.

### **Reports and Other Materials Brought Out during 1997-98**

1. Academic Guidelines for NFE Programme at the Upper Primary Level (xeroxed)
2. National Seminar on Non-Formal Education and Alternative Schooling (xeroxed)
3. *Milker Seekhein: Bhasha Bhag 4*
4. *Milker Seekhein: Privesh Bhag 3*
5. *Milker Seekhein: Privesh Bhag 4*
6. *Kahanion Ki Phulwari*
7. *Kaam Ki Baten*
8. *Aao Geet Gayen*
9. *Chutikulo Ka Pitara*
10. *Aaao Khel Khele*



Department of Education in Non-Formal & Alternative Schooling (DENFAS)

S.No.	Title of the Programme	Dates	Venue	No. of Participants
1	2	3	4	5
1.	Development of Learner specific materials for Street and Working Children.	16 to 22 May, 1997	NCERT New Delhi	10
2.	-do-	28 May to 4 June, 1997	NCERT New Delhi	8
3.	-do-	13 to 16 June, 1997	NCERT New Delhi	8
4.	-do-	23 to 30 June, 1997	NCERT New Delhi	12
5.	Development of Academic Guidelines for NFE Programme at the Upper Primary Level.	4 to 8 August 1997	NCERT New Delhi	14
6.	Training of NFE faculty members of SCERT/SRCs in NFE & Alternative Schooling	22 to 26 Sept., 1997	SCERT Gurgaon	34
7.	Development of Textual Materials in Maths for Middle Stage of NFE	6 to 11 November 1997	BSF Res. School, Kadamtala	13
8.	Peer Group Review of Innovative/Experimental NFE Programme.	24 to 26 November 1997	NCERT New Delhi	37
9.	Resource Development in States & Voluntary Agencies.	27 to 31 January 1998	SIERT Udaipur	36
10.	Development of Supplementary Reading Materials for Reinforcement of Comprehensive Skills in Children.	23 to 27 February 1998	NCERT New Delhi	16
11.	Development of Academic Guidelines for NFE Programme at the Upper Primary Level.	23 to 27 March 1998	RIE, Ajmer	22
12.	Resource Development in States & Voluntary Agencies.	30 March to 13 April 1998	RASS Tirupati	54
13.	Development of Supplementary Reading Materials for Reinforcement of Comprehensive Skills in Children.	30 March to 3 April 1998	NCERT New Delhi	6

**W**ITH a view to hasten the process of Universalisation of Elementary Education (UEE), the NCERT is giving special emphasis on matters related to education of groups with special needs such as Scheduled Castes (SCs), Scheduled Tribes (STs) and Minorities. Highlights of the programmes conducted in this area during 1997-98 are given below.

### **Efficacy of Ashram Schools**

The study aimed at determining the efficacy of the Ashram schools, catering to the educational needs of tribal children, in terms of learning materials, teaching-learning process and achievement. In order to conduct case studies of some schools selected from Andhra Pradesh, Gujarat, Orissa and Madhya Pradesh, tools in the form of questionnaires, interview schedules etc., have been prepared. These tools are in the process of pre-testing and finalisation.

### **Textbooks in Tribal Dialects**

In order to meet the needs of language textbooks for children of different tribes, the NCERT produced textbooks for Classes I and II for the children of the Santhal, Munda, Oraon, Kharia, Saora, Gond, and

Irula tribes in tribal dialects (regional scripts) and disseminated to the concerned states. Some planning group meetings and a series of workshops were organised in collaboration with the states to prepare the textbooks. The manuscripts of textbooks in 'Warli' and 'Rathwa' tribal dialects of Gujarat and Santhali, Mundari, Kurukh, Ho and Kharia of Bihar were finalised in the workshops held at Ahmedabad and Ranchi respectively.

### **Supplementary Materials for Tribal Students**

With a view to make education interesting for tribal students, increasing their retention in schools and inculcating a sense of cultural pride and national integration among tribes, the NCERT prepared supplementary reading materials for different tribes with the cooperation of experts/writers well acquainted with tribal life and culture. The manuscripts of supplementary reading materials developed for Saora and Kondh tribes of Orissa were also finalised.

### **Attitudinal Training Programme**

Three conceptual workshops were held for identification of the attitudinal issues and



development of the methodology and the training activities for changing attitude of non-tribal teachers towards tribal children in their community. Forty tribal area teachers were involved in development of this package and around 3,000 teachers were trained through Cascade mode

### **Handbook on Educational Development of the Scheduled Castes**

A 'Handbook of Information for Teachers on Educational Development of the Scheduled Castes' was developed to understand better the problems of Scheduled Castes children in learning situations.

### **Education of Minorities**

#### **Curriculum in Maktabas/Madrasas**

This study conducted in Kerala, Uttar

Pradesh and Madhya Pradesh aimed at analysing the content of existing curricula of Madrasas/Maktabas and suggesting modifications in terms of specified Minimum Levels of Learning (MLLs) at the primary level to fill up gaps, if any. Data has already been collected from Madhya Pradesh, and is being collected from Uttar Pradesh and Kerala. An opinionnaire was finalised for the functionaries in Maktabas/Madrasas for assessing the needs of these traditional institutions.

### **Regional Level Inputs**

The RIE, Bhopal conducted an orientation programme for the supervisory staff of Tribal Development Department of Madhya Pradesh in Educational Supervision and Guidance.

### **Department of Education of Groups with Special Needs (DEGSN)**

S.No.	Title of the Programme	Dates	Venue	No. of Participants
1	2	3	4	5

#### **Scheduled Castes/Schedules Tribes**

1.	Preparation of textbooks in Tribal Dialects .(Rathwa and Warli tribal dialects of Gujarat)	6 to 11 June, 1997	Ahmedabad	26
2.	Preparation of Supplementary Reading Material for Tribal Students on Saora and Kondh Tribes of Orissa	25 to 30 December, 1997	Bhubaneswar	25
3.	Preparation of textbooks in Tribal Dialects of Bihar State (Santali, Mundari, Kurukh, HO and Kharia)	15 to 23 January, 1998	Ranchi	13
4.	Development of Handbook of Information for Teachers on Educational Development of the Schedules Castes.	Developed at the Deptt. (DEGSN)	Delhi	Nil

## Education for Disabled

**T**HE NCERT has been undertaking several programmes/projects to meet the educational needs of children with physical and intellectual disabilities. Highlights of the programmes and activities undertaken during 1997-98 in this area are as follows.

### **Teaching of Hindi Language to Hearing Impaired Children in Integrated Schools: A Handbook for Primary School Teachers**

Focussing on Children of Classes I and II, the project involved identification of difficulties faced by the hearing impaired children through interviews with the teachers and questionnaires for the hearing impaired children in integrated schools and special schools. The data was also collected from secondary sources to find out the possible areas of language difficulties. A handbook has been developed to assist primary school teachers, teacher educators and educational planners in planning teaching of Hindi language to the hearing impaired children in integrated settings.

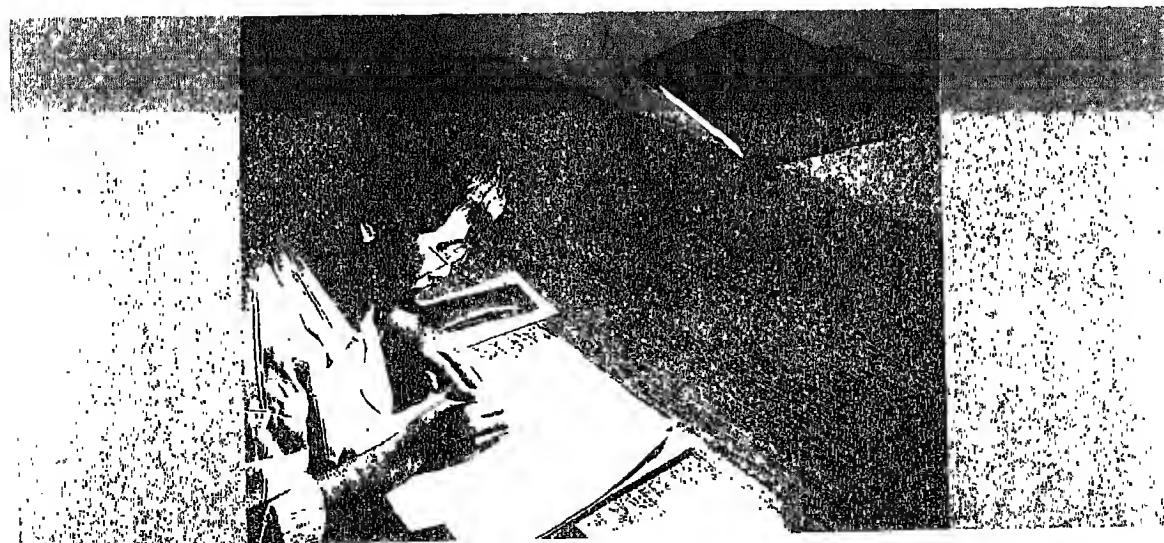
### **Handbook for Teachers of Low Vision Primary School Children**

Low vision children are a group of visually

impaired children that are most difficult to integrate in mainstream environment. Their problems differ from each other and diagnosis and prognosis along with classroom organisation become a difficult proposition. This research and development programme involving interviews and focused group discussion uncovered the problems faced by teachers and the low vision children in integrated educational settings. On the basis of assessed needs, the manuscript of the handbook for providing concrete guidelines to integrate children with low vision in mainstream environment has been developed.

### **Resource Facilities in Common Schools for Children with Special Educational Needs: A Guide Book**

The Guide Book developed by the NCERT includes details concerning organisation of a resource room in a normal school where the disabled children are to be integrated. Among others, this Guide Book will be useful for the Kendriya Vidyalayas, other Government Schools, voluntary agencies and private schools involved in this kind of work.



### **Integration of the Disabled Children in Mainstream**

Under the District Primary Education Programme the NCERT is providing resource support for integration of the disabled children in ordinary schools. In the district where the Blocks have been selected for this purpose, resource support is being provided by the NCERT for implementation of integrated education, planning, management, formulation of action plans, development of teacher training modules, and for general sensitisation and community mobilisation programmes. During 1997-98, assistance was provided to Madhya Pradesh, Uttar Pradesh, Kerala, Maharashtra and Haryana to formulate their Plans of Action for the year 1998-99.

### **Strengthening of IED Cells in terms of Capacity Building and Manpower Development for Successful Implementation of Integrated Education of the Disabled Children in the States**

The project focusses on promoting implementation of integrated education of the disabled children in the states to facilitate achieving the target of Education for All in the country. This involved training of teacher educators and finalisation of teaching strategy by which the special needs of the children could be met in the classroom. A two-day workshop was organised to share the experiences drawn from the Project Integrated Education of the Disabled (PIED) with the State Directors of Education and the Deputy Directors of IED Cells. A report giving recommendations for implementation of integrated education of the disabled was finalised.

### **Integrated Education of Children in Kendriya Vidyalaya Schools**

Resource support was provided for planning and management of integrated

education of the disabled in the Kendriya Vidyalayas. Suggestions were given in the area of teacher training, pre-school intervention, identification, assessment and creation of teacher-free environment in the light of their special needs.

### **Regional Level Inputs**

The RIE, Bhopal developed a three-month training course for key persons of DIETs and a training module for the Orientation of Master Trainers in Integrated Education of Disabled (IED).

### **Reports and Other Materials Brought Out during 1997-98**

1. Strengthening Integrated Education for Disabled Children: A Report (typed)
2. Evaluation of MCTTP: Findings of a Research Study (typed)
3. □ Production Systems: A Learning System Device. (Published in the Journal of Indian Education)
  - Stress Management in the Visually Impaired (Published in the Indian Journal of Disability and Rehabilitation)
  - Mainstreaming Children with Special Needs: Teacher Initiatives (Published in the Newsletter-Glimpses)
4. Handbook of Low Vision Primary Teachers (typed)
5. Report of the Workshop of the State Education Secretaries on Implementation of Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (typed)
6. Report on Status Study of IEDC in States for DPEP (typed)
7. Stress: It is only a Headache (Published in Swagat Magazine)



## Education of Girls

**T**HE NCERT continued assisting and advising the Central and the State Governments in implementation of the National Policy on Education (NPE)-1986 (with modifications undertaken in 1992) with respect to Education for Women's Equality and Empowerment. This Organisation acts : (i) as a National Resource Centre for Women's Education and provides consultancy to the United Nations and certain other international organisations; and (ii) as a nodal point for women's education for SAARC activities. Interventions are made in the areas of policy planning, curriculum and teacher education for removing gender disparities and gender bias.

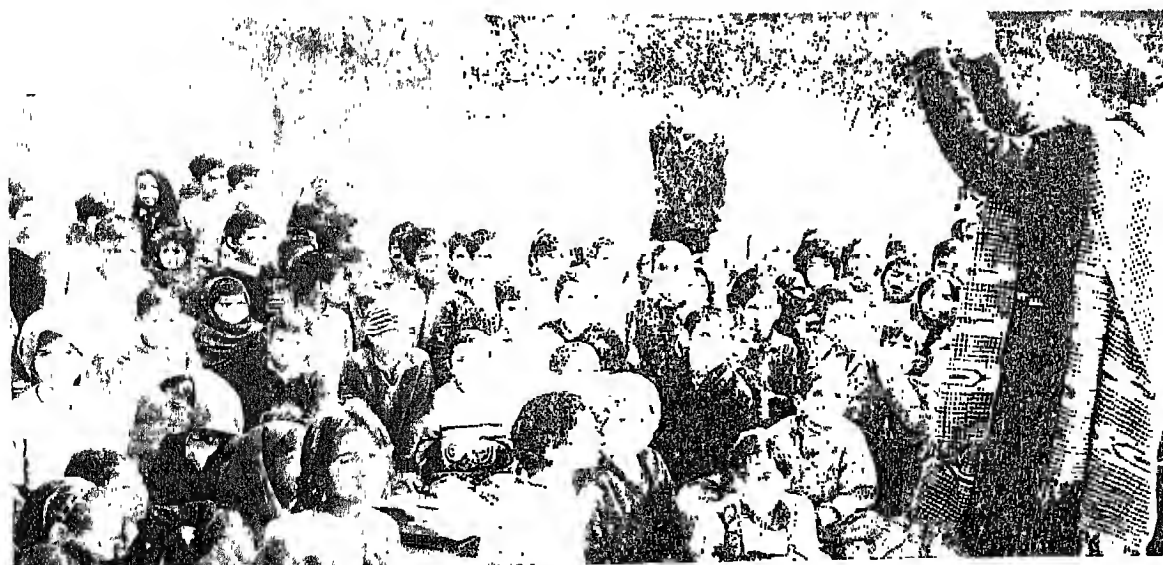
### National Seminar-cum-Workshop on Fifty Years of Women's Education in India—1947-97

A two-day National Seminar-cum-Workshop was organised on 18-19 September 1997 at the NCERT, New Delhi with the objectives: (i) to assess the progress made in the education of girls and women in the last fifty years in India (1947-97); (ii) to identify critical issues in the education and development of girls; and

(iii) to work out future direction for education of girls and women towards achieving the ultimate goal of gender equality. The Seminar was attended by over 100 leading educationists including State Education Secretaries, Directors of Public Instructions, Directors of SCERTs and experts working in the area of women's education and development. The five technical sessions of the workshop focused on : (a) Early Childhood Care and Education (ECCE); (b) Universalisation of Elementary Education (UEE) with a Focus on the Girl Child; (c) Second Level General, Vocational and Technical Education; (d) Women Empowerment through Curriculum and Transaction; and (e) Education of Out-of School Girls. The Seminar made several valuable recommendations in these areas.

### National Conference on Education of Muslim Girls: Issues and Strategies

A two-day Conference was organised to take stock of the present state of education of the Muslim Girls and suggest workable strategies and action programmes. Leading educationists, Muslim organisations like Jamaat-e-Islami Hind, Samstha Kerala



Head, DWS (extreme right) is all for Shiksha Utsav in rural areas

Sunni Vidhaya Bhasa, Hamdard Education Society, Central Wakf Council, Aligarh Muslim University, Maulana Azad Education Foundation and representatives from various states participated in the conference. The conference was inaugurated by Dr. Tahir Mahmood, Chairman, National Commission for Minorities. Several valuable suggestions were made to provide school education to Muslim girls and bringing them in the mainstream.

### **Textbooks and Gender Bias**

Guidelines and tools for evaluation of textbooks from the standpoint of gender bias have been developed for the use of those preparing and revising the textbooks and supplementary reading materials. During the year 1997-98, textbooks of Standards I and II of Maharashtra State were evaluated from the standpoint of gender bias and gender stereotyping.

### **Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Haryana**

The Project which aims at galvanizing the entire state machinery for promoting UEE among girls and disadvantaged groups and for creating positive climate for education of girls and empowerment of women was implemented in two major phases. During the first phase, the emphasis was on gender sensitisation of educational functionaries and advocacy campaigns for generating a pro-girl child climate. The second phase of the project was to create a school environment which not only focused on gender equality but also placed equal emphasis on joyful learning and quality improvement in school environment. The major elements of the programme in the second phase during 1997-98 were: (i) advocacy for education of the girl child; and (ii) school based programme on quality; and gender equality covering improving school infrastructure and total school ambience in terms of cleanliness,

aesthetics, mass participation of children in singing, plays, physical training, love for reading (setting up of Books/Library Corner), drawing, neat handwriting and attractive blackboards and bulletin boards, maps and charts adorning the walls, and above all active, happy teachers who would turn the school into a creative and joyful experience for children with community support and participation.

The strategies for implementation were planned in a meeting with SCERT faculty and head teachers of all 68 primary schools of the Block. About 286 teachers were oriented. Six awareness campaigns (*Shiksha Utsavs*) were organised in different locations catering children and teachers from the surrounding 10 to 12 villages. The final *Shiksha Utsav* was attended by over 2000 children from all 68 schools of the Block, close to 300 primary teachers, head teachers and educational administrators, and an equal number of *Panchayat* members, parents and *Mahila Mandal* (women's groups) members.

### **Reports and Other Materials Brought Out during 1997-98**

#### **Reports**

1. Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged in Haryana: Handbook (English and Hindi) (xeroxed).
2. Six Posters on Gender Equality (xeroxed)
3. Audio Cassette on Songs related to education of girls and women and issues of equality (xeroxed)
4. Report of National Seminar-cum-Workshop on Fifty Years of Women's Education in India (1947-97) (xeroxed)
5. Methodology of Women's Education and Development: Training Manual 1997 (xeroxed)
6. Report on Eighth Training Programme on Methodology of Women's Education and Development (xeroxed)

7. UNESCO sponsored Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Haryana: Evaluation Report: 1997 (xeroxed)
- 8 UNESCO sponsored Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Haryana: Report (Phase III) as 1997 (xeroxed)
- 9 Study Visit of Educational Personnel: Female Secondary School Assistance Project of Bangladesh (1997) (xeroxed)
- 10 Proceedings of the Steering Group Meeting on Education of Muslim Girls

in India held on 4 December 1997 (xeroxed)

11. Evaluation of Standards I and II English and Mathematics Textbooks of Maharashtra States (xeroxed)

#### **Publications**

12. Women Who Created History
13. Situation of Girls and Women in Delhi
14. Legal Literacy for Educational Personnel with Focus on Women and Girls
15. *Balika Sakaratmak Atm Bodh Vikas*. Resource Material for Primary Teachers and Head Teachers



Department of Women's Studies (DWS)

S.No.	Title of the Programme	Dates	Venue	No. of Participants
1	2	3	4	5
1.	National Seminar-cum-Workshop on Fifty Years of Women's Education on India (1947-97)	18 to 19 September 1997	NCERT New Delhi	100
2.	Eighth Training Programme on Methodology of Women's Education and Development.	10 November to 19 December 1997	NCERT New Delhi	24
3.	Study Visit cum Training Programme for Educational Personnel under the "Female Secondary School Assistance Project of Bangladesh".	28 October to 4 Nov., 1997	NCERT New Delhi	7
4.	Steering Committee Planning Group Meeting for the National Conference on Education of Muslim Girls.	4 December 1997	NCERT	18
5.	National Conference on Education of Muslim Girls: Problems and Strategies.	23 to 24 March 1998	NCERT New Delhi	68
6.	Shiksha Leher UNESCO Sponsored Innovative Pilot Project on Promotion of Primary Education among Girls and Disadvantaged Groups in Rural Haryana (1992-98).	-	Khol Block Rewari (Haryana)	-
7.	Planning Meeting with SCERT and Head Teachers	6 November 1997	Gurgaon	15
8.	Orientation of Head Teachers	21 November 1997	Khol Block Rewari	105
9.	Orientation of Teachers	1 Dec., 1997	-do-	279
10.	The Shiksha Utsav (Awareness Generation Campaigns)	5,7,9 January, 1998	-do-	300
11.	Monitoring and Implementation of School Based Activities	10 Jan., to 20 Feb., 1997	-do-	<del>68</del> Schools
12.	Evaluation of School Based Programme	24 April 1997	-do-	68
13.	Shiksha Utsav	3 April 1997	-do-	2300

# ***IX***

***NON-FORMAL EDUCATION AND  
EDUCATION OF GROUPS WITH SPECIAL NEEDS  
(SC/ST, Minorities, Disabled & Girls)***

***1998-99***



## *Non-Formal Education and Alternative Schooling*

Studies on (i) Status of NFE at Upper Primary Stage in India, (ii) Status of SCERTs in the field of NFE & AS, (iii) Difficulties faced in teaching-learning of Hindi at Primary level NFE centres, and (iv) Effectiveness of NFE programme in Bihat, Haryana, Rajasthan and Uttar Pradesh were undertaken and are at various stages of progress. A training package for District Resource Units (DRUs) and academic guidelines on methodology of development of textual material for NFE at Upper Primary level have been developed. The NFE faculty members of SCERTs/SRCs were oriented in various aspects of NFE&AS with special reference to the thrust areas of Ninth Five Year plan. Two training programmes were also organised for the NGOs receiving grants from the MHRD. Consultancy services in the field of NFE were extended to various governmental and voluntary organizations.

## *Education of Scheduled Castes and Scheduled Tribes and Minorities*

The training package developed for changing attitude of non-tribal teachers towards tribal children under DPEP has been fine-tuned as a reference book and printed for wider circulation. The study entitled 'Analysis of Existing Curriculum in Government Aided Maktabas/Madrasas' has been conducted. The report of this study is under preparation and highlights the existing situation and the future needs and suggest certain inputs for modularisation of these traditional institutions.

## *Education of the Disabled Children*

A Handbook was developed after identifying the difficulties faced by the hearing impaired children in integrated schools and special schools to assist the primary school teachers, teacher educators and educational planners in planning teaching of Hindi language in an integrated setting. On the basis of assessed needs, another Handbook was developed for providing concrete guidelines for teachers to integrate children with low vision in mainstream environment. A Handbook is also being developed for transacting of mathematics curriculum to visually impaired primary school children in integrated settings. A guidebook suggesting organisation of a resource room in a normal school, where disabled children are to be integrated, has also been developed. Academic assistance was provided to IED coordinators from DPEP states, various NGOs, schools and institutions, Kendriya Vidyalayas, etc. in the area of integration of children with disability in ordinary schools. A workshop was organised to select 10 master trainers to be trained in Australia under India-Australia Capacity Building programme. The evaluation of IEDC to study the impact of integrated education on general education system, teachers and children is in progress.

## *Education of the Girl Child*

The NCERT, as a National Resource Centre for Women's Education, acted as a nodal point for SAARC activities and provided consultancy to the United Nations and certain other international organisations. An evaluation of the central scheme 'Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and

Higher Secondary Schools' was conducted to assess its impact on enrolment, retention and achievement of the rural girls. The interim report has been sent to the MHRD. Studies on (i) the Impact of Incentive Schemes on the Education of Girls in M P, (ii) School Practices from a Gender Perspective are in progress. Under the UNESCO Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural Haryana, a major education festival (Shiksha Utsav) was organised for giving merit awards to the participating schools. A National Workshop on Gender Sensitive Life Skills Approach to Curriculum Transaction at the Elementary Stage was organised in collaboration with TINNARI, an NGO to develop a compendium of generic life skills, breaking down gender stereotyping and identifying broad strategies for integration of these skills in curriculum at the elementary stage. The NCERT also assisted Joint Supervision Mission in evaluation of Lok Jumbish Project and Shiksha Karmi Project.



## NON-FORMAL EDUCATION AND EDUCATION OF GROUPS WITH SPECIAL NEEDS

### Non -Formal Education

TO PLACE the Non-Formal Education (NFE) on sound footing, the NCERT has been concentrating on resource development, development of teaching-learning material and identification of strategies for alternative schooling. Efforts were made towards creating a strong resource base at the state level organisations as well as the voluntary organisations through regional process-oriented training programmes. Voluntary organisations of different states were assisted in the training of NFE functionaries to act as a resource team for their states. They were trained in the scrutiny and analysis of NFE material and provided practical training in effective transaction of teaching-learning material in the NFE centres. All materials developed as prototype are open for adaptation, modification and free use by the user agencies, whether state or NGO. Highlights of the programmes undertaken during 1998-99 are as follows.

### Research

#### Status of NFE at the Upper Primary Stage in India

For the study 'Status of NFE at the Upper Primary Stage in India' the data has been collected. This scientific benchmark data will be highly useful for later evaluation of the impact of the scheme at this particular stage.

#### Status Study of SCERTs in the Field of NFE and AS

The collection, tabulation and consolidation of data have been completed and interpretation and analysis of data are in progress.

#### Difficulties Faced in Teaching-Learning of Hindi at Primary Level NFE Centres in NCT Delhi and Haryana

The tests and questionnaires have been developed and modified in workshops.

#### Effectiveness of NFE in Bihar, Haryana, Rajasthan and U.P.

This study is expected to throw light on the causes of successes and shortcomings of NFE so that programme modification may be undertaken. The project is on schedule except administration of test in U.P. and Bihar.

### Development

#### Academic Guidelines for NFE Programme at Upper Primary Level

In the light of the ensuing Ninth Five Year Plan initiatives to extend NFE to Upper Primary stage, particularly through the voluntary sector, the NCERT has developed Academic Guidelines on methodology of development of textual material for NFE at Upper Primary Level in the areas of Language, Science, Social Sciences, Sanskrit, Mathematics, Work Experience, Art, Health and Physical Education.

#### Training Package for DRUs

In order to provide a basic literature for use while at work, the NCERT has developed a Training Package for District Resource Units (DRUs), whether with the DIETs or with the NGOs, to strengthen their capacities.

### Training

#### Training of NFE Faculty of SCERTs/SRCs in NFE and AS

Two training programmes of five days each were

organised for 34 and 40 faculty members of SCERTs/SRCs at New Delhi and Hyderabad, respectively, to orient them in various aspects of Non-Formal Education and Alternative Schooling with special reference to the thrust areas of Ninth Five Year Plan.

#### Resource Development in States and Voluntary Agencies

Two training programmes of five days each at Bhubaneswar and Coimbatore were organised for the NGOs receiving grants from the MHRD. Fifty-five and thirty-eight senior functionaries of NGOs of Eastern region and the Southern region, respectively, attended the programme.

#### Extension

Besides organisational level programmes and activities in the NCERT, consultancy was provided to various governmental and voluntary organisations working in the field of Non-Formal Education. The NCERT also acted as a nodal centre for development of the Ninth Plan document, the EFC note for the revision of the NFE scheme and also for the experimental and innovative scheme. The NCERT continued to extend support in evaluating the NFE proposals submitted to the Ministry.

#### Regional Inputs in Non-Formal Education and Alternative Schooling

The RIE, Bhopal completed a study of Night Schools of Greater Mumbai with

special reference to their structure, functioning and problem. Teaching-learning strategies and material have been developed and finalised. The Institute also carried out evaluation of *Seekhna Sikhana* Package in 10 districts of Madhya Pradesh on a request from the Rajiv Gandhi Prathmic Shiksha Mission (RGPSM) under Alternative Schooling and Education Guarantee Scheme (EGS) of Madhya Pradesh.

The RIE, Bhubaneswar has close collaboration with the NGOs in Orissa and supervise their functions as a member of the Joint Evaluation Team.

#### Reports and Other Material Brought Out during 1998-99

1. Development of Textual Material in Mathematics (Xeroxed)
2. Academic Guidelines for the Development of Textual Material for NFE at Upper Primary Level in the Areas of Science, Social Sciences, Sanskrit, Mathematics, Work Experience, Art, Health, Physical Education (Xeroxed)
3. Training of NFE Faculty of State Councils of Educational Research and Training/State Resource Centres/State Level Key Resource Persons of Northern Region Implementing NFE Programme (Xeroxed)
4. Report on the Orientation Programme for Senior NFE Functionaries of NGOs from Southern States (Xeroxed)

WITH a view to hasten the process of Universalisation of Elementary Education (UEE), the NCERT is giving special emphasis on matters related to Education of Groups with Special Needs such as Scheduled Castes (SCs), Scheduled Tribes (STs) and Minorities. Highlights of the programmes conducted in this area during 1998-99 are given below.

### *SC/ST Education*

#### *Training Package for Changing the Attitude of Non-Tribal Teachers*

On the basis of the suggestions received from the selected educationists, anthropologists, psychologists, linguistics and practitioners necessary changes were made in the Training Package for changing the attitude of non-tribal teachers towards tribal children, developed under the District Primary Education Programme, for the State of Orissa and used with a good amount of success. The revised Training Package will be discussed in a workshop in Orissa with tribal area teachers and practitioners. The training

package will have various sections on tribal children as learners, cultural aspects of tribes, tribal language, learning styles of tribal children, pedagogic practices, both in the community and in the school, including curriculum and teaching methods, etc. and be used as a reference book instead of a package for ready recycling.

### *Minority Education*

#### *Analysis of Existing Curriculum in Government Aided Maktabas/Madrasas*

This project aims to analyse the curriculum in the government aided Madrasas of U.P., Kerala and M.P. The Madrasas were visited and data collected through an opinionnaire developed for the purpose of assessment of their existing educational needs. Instructional material used in these Madrasas was also collected. The analysis revealed that there were certain inputs that were required in terms of modernisation of these traditional institutions. The report of this study is under preparation.



THE NCERT has been undertaking several programmes to meet the educational needs of the children with physical and intellectual disabilities. The major thrust areas for the year 1998-99 include capacity building, improving quality of education of special groups, improving access and networking with NGOs and other institutions working in the area. The NCERT also concentrated its efforts for the implementation of the Persons with Disabilities Act 1995 and a number of programmes were undertaken to promote integrated education of the disabled children in regular schools. Highlights of the programmes and activities undertaken during 1998-99 in this area are as follows.

### *Research*

#### **Evaluation of Integrated Education for Disabled Children**

The study aims to assess the impact of integrated education on general education

system, on teachers, on children — both disabled and non-disabled — and to provide database for educational planners and researchers for planning education for disabled children. Five different types of research schedules, interview schedules and questionnaires were developed and finalised for evaluation of integrated education.

### *Development*

#### **Handbook for Transaction of Mathematics Curriculum to the Visually Impaired Primary School Children in Integrated Settings**

This handbook is being developed to serve as a guideline for the primary school teachers regarding how to transact the curriculum in a classroom in which children with visual impairments have been integrated with other children. This handbook when ready would help in lessening the gap between the visually impaired and normal children in terms of content areas. The NCERT's primary level



Mathematics books are being used as an exemplar material to find out the difficulties faced by the visually impaired children in gaining access to Mathematics curriculum. The visually impaired children studying in special schools and also in integrated settings were contacted and focussed group discussions were held to find out the difficult areas in the mathematics curriculum.

Simultaneously, a proforma based on the syllabus to be rated in terms of difficulty levels for the visually impaired and sighted children was given to teachers teaching in special schools for the visually impaired and normal schools.

#### Teaching of Hindi Language to Hearing Impaired Children in Integrated Set-up : A Handbook for Primary School Teachers

This handbook has been developed to teach language to hearing impaired children in integrated set-up. The handbook has three sections. Section I deals with basic information and knowledge required to integrate hearing impaired children in common schools, Section II with grouping for instructions and Section III with adaptations in teaching-learning methodologies and evaluation procedures. With the help of this handbook teachers will be able to manage language development aspect of hearing impaired children identified at an early age coming to school at the age of 6 or 7. The handbook is under print.

#### Handbook for Teachers of Low Vision Primary School Children

This handbook has been published to provide primary school teachers with sufficient background of low vision children who need low vision services and to help them to understand the impact of low vision on

reading, writing, learning, psycho-social area; etc. This handbook will contribute to the learning of children with low vision who can develop and learn in a normal setting in achieving what is due to them — their actual right to education.

#### Resource Facilities for Children with Special Education Needs in Common Schools

This guidebook has been developed for states implementing Integrated Education of the Disabled Children (IEDC). Detailed guidelines have been provided to galvanise general education system to meet the needs of Education for All. Guidelines will help to select any model of integrated education implementation, and to equip resource rooms accordingly at the school level, cluster level or Area Resource Centre level. Individual aids required by different types of children with Special Education Needs (SEN) have also been enumerated.

#### *Training*

#### India-Australia Capacity-Building Programme on Integrated Education of Children with Special Needs

This programme was undertaken by the Aus-AID and the MHRD in collaboration with the NCERT. Resource support was provided for this project with a view to train teachers and IED coordinators in the three states, namely, Orissa, Gujarat and Kerala. A training and assessment workshop was organised at the NCERT, New Delhi from 14 to 18 September 1998 for the purpose of selection of 10 teachers that were sent to Australia for getting trained as master trainers. The workshop was attended by 30 participants who were trained by Australian experts and the NCERT faculty.

### *Resource Support in IED*

Resource support was provided to IED coordinators from DPEP states in the area of Integration of Children with Disability in ordinary schools. Sessions were held with the coordinators in order to equip them to plan and manage this programme at the district/block/cluster level. Resources were provided in development of teacher training modules and general sensitisation and community mobilisation.

To facilitate the integration of children with disability in Kendriya Vidyalaya Schools, orientation workshop was jointly organised by the NCERT and the Kendriya Vidyalaya Sangathan from 8 to 12 June 1998. A five-day workshop was attended by 60 participants from different states.

Resource support was also provided to various schools/institutions/NGOs to organise bridge courses for special teachers in the education of children with special needs. These courses were sponsored by the

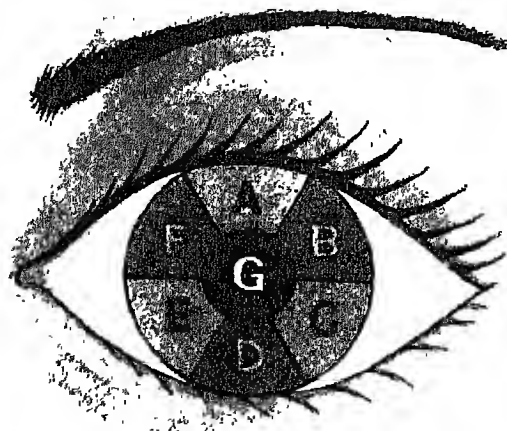
Rehabilitation Council of India with a view to update the teachers with the latest developments in the area.

### *Consultancy*

Consultancy was provided to various NGOs, schools and institutes regarding development of teaching methodology for children with special needs planning and management of Integrated education of the disabled children, and instructional methodologies for the children with special needs.

### *Reports and Other Material Brought Out during 1998-99*

1. Evaluation of Multi-Category Teacher Training Programme — A Report (Xeroxed)
2. Strengthening Integrated Education for Children with Special Needs — A Report (Xeroxed)
3. Low Vision Children—A Guide for Primary School Teachers.



## EDUCATION OF THE GIRL CHILD

THE NCERT continued assisting and advising the Central and the State Governments in implementation of the National Policy on Education (NPE), 1986 (with modifications undertaken in 1992) with respect to Education for Women's Equality and Empowerment. The NCERT acts as: (i) a National Resource Centre for Women's Education which also provides consultancy to the United Nations and certain other international organisations, and (ii) a nodal point for women's education for SAARC activities. Interventions are made in the areas of policy planning, curriculum and teacher education for removing gender disparities and gender bias.

### *Research*

Evaluation Study of a Central Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools

The NCERT conducted a major evaluation study of a central scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools being executed by Non-

Governmental Organisations (NGOs) with the objective to assess the impact of the scheme on enrolment, retention and raising the achievement levels of girls in schools from the rural areas and those belonging to the disadvantaged groups of population. In all, 44 institutions were visited and an interim report was sent to the Department of Education, MHRD. Eight institutions were not recommended for further grant-in-aid based on their performance as per terms and conditions of the scheme.

Two research studies, namely, (i) Study of the impact of Incentive Schemes on the Education of Girls in two districts of Madhya Pradesh, and (ii) Study of School Practices from a gender perspective are in progress.

### *Development*

Gender Sensitive Life Skills Approach to Curriculum Transaction

The NCERT collaborated with TINNARI, an NGO, in organising a two-day National Workshop on Gender Sensitive Life Skills Approach to Curriculum Transaction at the Elementary Stage under the Joint GOI-UN System Education Programme



on 2-3 November 1998 with the objectives: (i) Developing a compendium of generic life skills; (ii) Breaking down gender stereotyping and gender barriers in skill development; and (iii) Identifying broad strategies for integration of these skills in curriculum at the elementary stage. More than 75 leading educationists and practitioners drawn from states, the national and international agencies and NGOs working in this area participated. The recommendations of the workshop were well received and are being taken up for implementation by several concerned agencies and institutions.

### *Extension*

#### **Promotion of Primary Education of Girls and Disadvantaged Groups**

Under the UNESCO Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural Haryana, the NCERT organised a major education festival (*Shiksha Utsav*) for giving merit awards to the participating primary schools for excelling in six key areas, viz. school cleanliness and beautification, mass singing and P.T., school library corner, improvement of blackboard work of teachers, and students' handwriting, creative writing and community participation. In all, over 3,000 children, parents, teachers, Mahila Mandal members, Sarpanches and Panches from 59 villages of Khol Block of District Rewari in Haryana besides, Director of UNESCO Regional Office for South Asia, Director NCERT and Director and faculty of SCERT, Haryana and senior district administrators and officials, participated in this unique gathering.

Assistance was also provided to Joint Supervision Mission of Government of

India, Government of Rajasthan and the Swedish International Development Agency for evaluation of Lok Jumbish. The NCERT assisted in the evaluation of Lok Jumbish Project during May 1998 and Shiksha Karmi Project during January 1999.

### *Regional Inputs in Education of the Girl Child*

The RIE, Bhopal organised a National Seminar on Overcoming Constraints on Economic Empowerment of Women in collaboration with PSSCIVE from 8 to 10 December 1998.

### *Reports and Other Material Brought Out during 1998-99*

1. Evaluation study of a central scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools —Interim Report (Mimeo.)
2. UNESCO Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural Haryana —Final Report (Mimeo.)
3. A Resource Document on Women's Vocational and Technical Education in India for the DGET, Ministry of Labour, GOI, New Delhi
4. Country Presentation: Language, Literacy and Primary Education in India — Paper presented during the South Asian Regional Seminar at Lahore in Pakistan, 21-22 November 1998
5. A Handbook on Promotion of Education of Girls and Women's Empowerment (in Hindi) for VEC Members (*Balika Shiksha Mein Gram Shiksha Samiti Ka Sahyog: Ek Disha*).



**Department of Education in Non-Formal & Alternative Schooling (DENFAS)**

S.No.	Title of the Programme	Dates	Venue	No. of Participants
1.	2.	3.	4.	5.
1	Effectiveness of NFI programme in Bihar, Haryana, Rajasthan & Uttar Pradesh-Workshop	28to29 May 1998	NCERT New Delhi	02
2	Status Study of SCERTs in the field of NFE&AS-Workshop	2to3 July 1998	NCERT New Delhi	05
3	Resource Development in States and Voluntary Agencies getting grants from MHRD-Training	31 Aug to 4 Sept 1998	RIF, Bhubaneswar	55
4	Training of NFE Faculty members of CERTs/SRCs and Key-persons in NFE&AS-Training	14 to 18 Sept 1998	NCERT New Delhi	34
5	Effectiveness of NFE in Bihar, Haryana, Rajasthan and Uttar Pradesh	2 to 6 Nov 1998	NCERT New Delhi	10
6	Resource Support to States VAs and organisations working for NFE&AS-Workshop	1 to 4 Dec 1998	NCERT New Delhi	13
7	Training of NFE faculty members of SCERTs/SRCs and Key-persons-Training	31 Dec to 4 Jan 1999	Osmania Univ Hyderabad	40
8	A Study of difficulties faced in Teaching learning of Hindi at Primary level NFE centres of Delhi & Haryana-Workshop	15 to 19 Feb 1999	NCERT New Delhi	12
9	Resource Development in States and VAs getting grant from MHRD-Training	18 to 22 Feb 1999	SRKV College Coimbatore	38

**Department of Women's Studies (DWS)**

S.No.	Title of the Programme	Dates	Venue	No. of Participants
1.	2.	3.	4.	5.
1	National Workshop on Gender Sensitive Life Skills Approach to Curriculum Transaction at the Elementary Stage	2-3 November 1998	NIE Campus New Delhi	75

**Department of Education of Groups with Special Needs (DEGSN)**

S.No.	Title of the Programme	Dates	Venue	No. of Participants
1.	2.	3.	4.	5.

**SPECIAL EDUCATION**

1	A Workshop on "Finalisation of Handbook for teachers of Low Vision, Primary School" Programme Co-ordinator, Dr Anita Julka (PAC 3 03)	2 July 1998	Room No 9 Zakhir Hussam Khand	5
2	Training and Assessment under the Aegis of AUSAID through the Indian-Australia Training and Capacity Building Project (IATCBP)	14 to 18 September 1998	NCERT Campus	70
3	A working group meeting of experts to review the Handbook entitled	16 November 1998	NCERT Campus	9
4	A Working Group Meeting of experts to review the Guidebook entitled Resource Facilities for Children with SEN in common schools	20 November 1998	NCERT Campus	8
5	An International Workshop on setting up of the UNESCO assisted International Institute for Special Education in India	9 February 1999	NCERT Campus	15-20
6	Finalisation of Research Tools for evaluation study of LEDC	9 February 1999	NCERT Campus	10
7	Presentation of the report based on the handbook	17 March 1999	NIE	-
8	Presentation of the report based on Guidebook-Resource facilities for Children with SEN in common schools	17 March 1999	NIE	-

**WORKSHOP/REVIEW MEETING UNDER DPEP**

1	A Three day review meeting to review the progress in the area of Education SC/ST under DPEP	7 to 9 October 1998	NCERT Campus	42
2	A workshop on "Identification and study of the Needs of Minority run Institution in DPEP Districts of UP and Bihar	11 to 12 March 1999	NCERT Campus	13

# ***X***

***NON-FORMAL EDUCATION AND  
EDUCATION OF GROUPS WITH SPECIAL NEEDS  
(SC/ST, Minorities, Disabled & Girls)***

***1999-2000***



## AN OVERVIEW

### Non-Formal Education and Alternative Schooling

Studies on (i) Status of NFE at Upper Primary Stage in India, (ii) Status of SCERTs in the field of NFE and AS, (iii) Difficulties faced in teaching-learning of Hindi at Primary level NFE centres, and (iv) Effectiveness of NFE programme in Bihar, Haryana, Rajasthan and Uttar Pradesh were completed and report preparation is in progress. Key NFE functionaries of SCERTs/SRCs were oriented in various aspects of NFE and AS with special reference to the thrust areas of Ninth Five Year Plan. Two content-based orientation programmes were also organised for the senior NFE functionaries of voluntary organisations of Bihar and Southern States. Consultancy services in the field of NFE were extended to various governmental and voluntary organisations. An 'Annual Conference of Directors of State Institutions in Non-Formal and Alternative Schooling', and a 'National Workshop of Voluntary Organisations on Innovative and Experimental Projects' were organised for sharing experiences. Forty projects submitted by various organisations for MHRD grant were evaluated and field studies conducted to study the innovative programmes of some NGOs.

### Education of Scheduled Castes and Scheduled Tribes and Minorities

A training package was developed for tribal language training of non-tribal teachers teaching in tribal area schools in Orissa. The package focuses on development of fluency in one tribal language and making classroom transaction and teacher-pupil interaction meaningful. The study entitled 'Analysis of

Existing Curriculum in Government Aided Maktabas/Madrasas' has been completed and the draft report prepared. A sample survey has been carried out to assess the extent to which the benefits have been derived by minorities (Muslims) from the centrally sponsored schemes meant for their educational development. A workshop of various Madrasa Boards has been organised for identifying the educational needs of the minority run institutions, inviting suggestions for modernising Madrasas, and providing guidance for projects, book in science as well science kits, etc.

### Education of the Disabled Children

A Handbook was developed to assist pre-primary and primary teachers in language development of hearing impaired children. Adaptations and adjustments were made in Hindi language curriculum to meet special educational needs of hearing impaired children in integrated set up at primary level. On the basis of assessed needs, a Hindi version of the Guide for primary teachers was developed for providing concrete guidelines to them to integrate children with low vision in mainstream environment. A Handbook is being developed for transacting of Mathematics curriculum to visually impaired primary school children in integrated settings. Academic assistance was provided to IED coordinators from DPEP states, various NGOs, schools and institutions, etc. in the area of integration of children with disability in ordinary schools. Under India-Australia Capacity Building programme resource persons were prepared for preparing teachers for inclusive education. An International Centre for Special Needs Education (ICSNE) was set up with the support of UNESCO to promote access to children with special needs in an inclusive setting in India and the Asia-Pacific region. The evaluation of IEDC to study the impact of integrated education on general education system, teachers and children is in progress.

practical work was developed for senior secondary stage. A pool of test items in Environmental Studies (Social Studies) for Class IV was developed to strengthen the evaluation process in classroom. A document entitled, 'Grading in Schools' dealing in a precise manner the 'Know all about Grading' was developed and widely disseminated. The paper setters/examiners of Jammu and Kashmir and Karnataka Boards of School Education were trained in developing balanced question papers in different school subjects. The higher secondary teachers of Goa were exposed to the techniques of developing good questions and an item bank. The KVS teachers were oriented in the concept and techniques of Continuous Comprehensive Evaluation. The item writers from Gujarat and Meghalaya were oriented in writing items for Mental Ability Test (MAT) for state level NTS Examination. Issues pertaining to grades in place of marks, setting up a National Evaluation Framework for School Education were discussed in a Conference of Chairpersons of the State Boards of School Education.

## Education of the Girl Child

The NCERT, as a national Resource Centre for Women's Education, acted as a nodal point for SAARC activities and provided consultancy to the United Nations and certain other international organisations. An evaluation of the central scheme, *Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools* was conducted to assess its impact on enrolment, retention and achievement of the rural girls. The impact has been found very positive. The impact evaluation of incentive schemes on the Enrolment and Retention of Girls in Primary Schooling in Madhya Pradesh suggested that there is considerable scope for improvement in the quality and coverage of goods distributed. Studies on (i) Education of Girls in Remote Areas, (ii) Role of Begums of Bhopal in Promoting Education of Girls, (iii) Status of Sports and Physical Education of Girls, and (iv) School Practices from Gender Perspectives in Delhi Schools are in progress. Ninth Six-week Training Programme on Methodology of Women's Education and Development was organised and a training manual was developed. Twenty-seven key level persons from 12 States participated in the programme.

## Non-Formal Education and Alternative Schooling

In the area of Non-Formal Education (NFE) as a strategy for achieving Universal elementary education, the NCERT has been concentrating on resource development, development of teaching-learning material and identification of strategies for alternative schooling. Efforts were made towards creating a strong resource base at the State level organisations as well as the voluntary organisations through regional content-based training programmes. Research work pertaining to status studies, effectiveness of NFE programmes, and evaluation of innovative projects in Non-Formal Education and Alternative Schooling (AS) have also been undertaken. The NCERT also provided consultancy and resource support to various government and voluntary organisations. Highlights of the programmes undertaken during 1999-2000 are as follows.

### *Status of NFE Programme at the Upper Primary Stage*

This study revealed that only six States/UTs, namely, Andhra Pradesh, Arunachal Pradesh, Madhya Pradesh, Mizoram, Orissa and Union

Territory of Chandigarh and only a very few voluntary organisations have implemented the NFE programme at the upper primary stage. The major reasons for low implementations of the programme were non-availability of qualified and trained instructors, infrastructure parental non-encouragement and non-suitability of the curriculum for NFE Children. Remedial measures for better implementation of the scheme at upper primary stage have been suggested. The report is under preparation.

### *Status of SCERTs in the Field of NFE and AS*

The study indicated that SCERTs/SIEs of only 9 States, namely, Andhra Pradesh, Delhi, Jammu and Kashmir, Madhya Pradesh, Mizoram, Orissa, Rajasthan, Tripura and Uttar Pradesh were involved in material development, training, and monitoring and evaluation of NFE programmes. The report has been prepared and sent to the State agencies and other organisations.

### *Difficulties Faced in Teaching-Learning of Hindi at Primary Level NFE Centres*

The Study was conducted in Delhi and Haryana. The difficulties faced in teaching-



Non-Formal Education in action: A demonstration in joyful learning.

learning of Hindi at primary level have been identified and remedial strategies suggested. Data analysis and report writing are in progress.

### *Effectiveness of NFE in Bihar, Haryana, Rajasthan and Uttar Pradesh*

The Study was confined to NFE programmes implemented by both Government and Voluntary Organisations in Bihar and Rajasthan and by three NGOs in Haryana. The effectiveness was studied in terms of infrastructure, training, curriculum, monitoring, and supervision, programme evaluation and learner's achievement. The data analysis and report writing are in progress.

### *Evaluation*

The NCERT evaluated about 40 projects submitted by various organisations for MHRD grant under the centrally sponsored scheme on experimental and innovative programmes and also conducted a number of field studies to study the innovative programmes of some NGOs. Field visits were undertaken to study the innovative projects run by some NGOs with financial assistance from MHRD: Friends of Tribals Society in Bihar and Orissa; PRATHAM initiatives for out-of school children in Mumbai, Rishi Valley Education Centre, Madanapalle, Andhra Pradesh, on multi-grade and multi level teaching strategies in their Satellite schools. The reports in these visits have been sent to the MHRD.

### *Training*

#### *Orientation of Senior NFE Functionaries of Voluntary Organisations*

Two content based regional orientation programmes of 5 days each were organised for 26 and 35 senior NFE functionaries of Voluntary Organisations of Southern States and Bihar at Bangalore and Neemdih respectively. The participants were oriented in various aspects of NFE including monitoring and supervision of NFE centres minimum levels

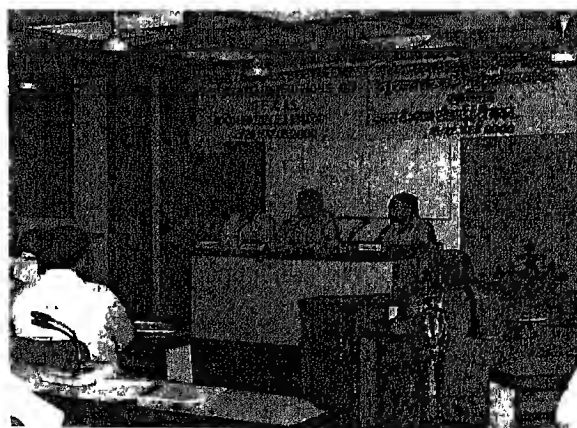
of learning, teaching-learning strategies and evaluation of the achievement of learners.

#### *Orientation of Key NFE Functionaries of SCERTs/SIEs/SRCs/DIETs*

An orientation programme for 24 Key NFE Functionaries of SCERTs/SIEs/SRCs/DRUs in DIETs from West Bengal and North-Eastern States was held at SCERT, Calcutta from 21-25 February 2000. The major aspects covered during the orientation programme were: Role of States during Ninth Five-Year Plan, sharing of experiences among various government agencies, capacity building at district, block and village level, teaching methodology, analysis of teaching-learning materials and evaluation of the learners' achievements.

### *Extension*

An annual Conference of Directors of State Institutions in Non-Formal and Alternative Schooling was organised at NCERT, New Delhi on 27-28 March 2000 mainly for sharing of experiences and to develop strategies for effective implementation of NFE programmes. A National Workshop on Sharing of Experiences of Voluntary Organisations on Innovative and Experimental Projects was organised at the NCERT, New Delhi on 23-24 March, 2000 with the objectives (a) to document



**Director, NCERT addressing the participants of Annual Conference of Directors of State Institutions of NFE&AS.**



innovations and experimentations by NGOs and (b) to develop implementation strategy to mainstream these innovations in the school system. Fifteen voluntary organisations participated in this workshop and presented their experiences on innovative and experimental projects. Under the theme "NFE in Action" the NFE learners and instructors from the NFE Centers run by the NGO, Lok Seva Ayatan, Neemdih, Bihar demonstrated the process of learning from concepts/themes in environmental studies through dance/drama at the NCERT, New Delhi on 23 June 1999. Besides organisational level programmes and

activities in the NCERT, consultancy and resource support was provided to various government and voluntary organisations.

### *Reports and Other Materials Brought out during 1999-2000*

- Report on Training Programme of NFE faculty members of SCERTs/SRCs and Key Persons in NFE and AS. (Xeroxed)
- Report on Content based Regional Orientation Programme for Senior NFE Functionaries of Non-governmental Organisations from Southern States (Xeroxed)

### Education in Government Aided Caste, Scheduled Tribes and Minorities

With a view to hasten the process of Universalisation of Elementary Education (UEE), the NCERT is giving special emphasis on matters related to Education of Groups with Special Needs such as Scheduled Castes (SCs), Scheduled Tribes (STs) and Minorities. Highlights of the programmes conducted in this area during 1999-2000 are given below.

#### *Training Package for Tribal Language Training for Non-tribal Teachers*

This programme of developing a training package for training of teachers teaching tribal languages in the tribal area schools located in Orissa, focussed on development of fluency in one tribal language and making classroom transaction and teacher-pupil interaction meaningful. The training package consists of strategies to be adopted for attitudinal changes and also strong cultural component with reference to contextualisation of communication as well as behavioural domains and has been widely used in the State of Orissa in the DPEP Districts.

#### *Minority Education*

##### *Analysis of Existing Curriculum in Maktabas/Madrasas*

This project aimed at studying and analysing the content of existing curricula of Government aided Maktabas and Madrasas and also suggests modifications in their curriculum in terms of identified gaps. The study covered three States namely, Kerala, Madhya Pradesh and Uttar Pradesh for data collection. A questionnaire was developed to collect information from these States from various types of respondents including students, teachers and parents. The data thus collected has been analysed in terms of subjects taught till Class V, sources of financial support, linkages, medium of instruction, number of teachers, number of students, teachers qualifications and examination. Besides these, information

about various activities carried out by these institutions as well as information on infrastructural facilities were also collected. The information thus collected has been analysed and the draft report prepared.

##### *Educational Benefits Derived Out of the Centrally Sponsored Schemes for Minorities (Muslims)*

A sample survey has been carried out to assess the extent to which the benefits have been derived by Minorities (Muslims) from the centrally sponsored schemes aimed at educational development of these educationally backward minorities. Four tools have been prepared to collect information from three States and educational managers, teachers and students. A brief interview schedule has also been prepared to collect information and opinion from the community members. The details have been finalised in workshop attended by experts in the area of education of minorities, research methodology and vocational education. A carefully drawn representative sample from three States namely Bihar, Uttar Pradesh and West Bengal has been identified and will be covered through the present study. The findings of the study are likely to provide insight into the utility of various centrally sponsored schemes for educational empowerment of Minorities.

#### *Extension*

The NCERT is also identifying the educational needs of minority run institutions in Uttar Pradesh and Bihar and inviting suggestions for modernising Madrasas as by providing guidance for projects and books in Science as well as Science Kits under DPEP.

##### *Resource Development in States and Voluntary Agencies*

A two-day workshop was organised on February 2-3, 2000 in which the participating SCERTs were helped in finalising the programmers to be taken up by them in the year 2000-2001. The capacity building in SCERT

faculty members was attained through presentation of two project papers based on contemporary issues and discussing these issues with the participants. The academic support to all such programmes taken up by these organisations working at the State level during the ensuing year will be provided.

### *Modernisation of Madrasas*

The NCERT organised a workshop on 22-23 June 1999 for various Madrasas Board located in States for inviting suggestions for modernising and providing them guidance for projects and books in science as well as Science Kits.

### *Regional Level Inputs in SC/ST and Minorities*

The RIE, Mysore organised a workshop on 'Early Identification and Intervention of Development Disabilities — A Multidisciplinary Approach.

The RIE, Bhubaneswar identified psychosocial factors on science learning of tribal children of Orissa. Strategies were developed for solution of problems related to curriculum transaction in tribal primary schools, and teachers of tribal high schools were oriented in English language teaching and science.



Workshop on Modernisation of Madrasas

## Education of the Disabled Children

The NCERT has been undertaking several programmes to meet the educational needs of the children with physical and intellectual disabilities. The major thrust areas include capacity building, improving quality of education of special groups, improving access and networking with NGOs and other institutions working in the area. The NCERT also concentrated its efforts for the implementation of the Persons with Disabilities Act 1995 and a number of programmes were undertaken to promote integrated education of the disabled children in regular schools. Highlights of the programmes and activities undertaken during 1999-2000 in this area are as follows.

### Research

#### *Evaluation of 'Integrated Education of Disabled Children' Scheme*

Integrated Education of the Disabled Children (IEDC) in common schools was introduced as a centrally sponsored scheme in 1974. The scheme is revised every five years. The evaluation study of the IEDC scheme has attempted to study the impact of integrated education on the education of disabled children. Two training programmes were conducted to train the field investigators in use of the research tools that were developed earlier for parents, teachers, children and persons working in IEDC Cell in the State on the sample under study. Data has been collected from Rajasthan, Maharashtra, Uttar Pradesh and Delhi and its analysis is under process.

### Development

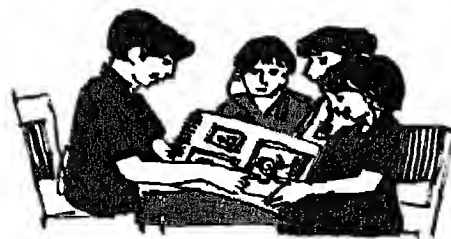
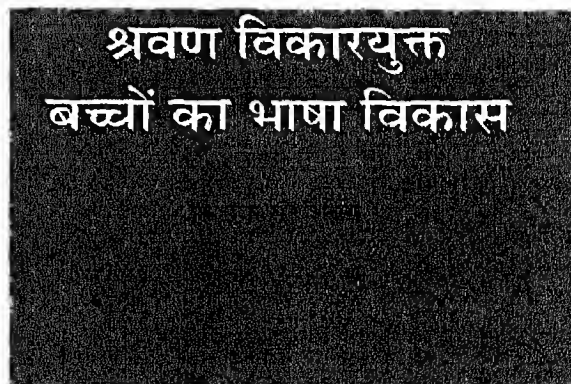
#### *Shravan Vikar Yukt Bachchon Ka Bhasha Vikas: A Handbook for Teachers*

This handbook has been developed for pre-primary and primary teachers teaching hearing impaired children. The book covers pre-school preparatory curriculum for the hearing impaired children, before their integration in Class I. Guidance has been provided to teachers for language development of mildly hearing impaired children, those severely and

profoundly impaired children who have joined regular schools after 3-4 years' interventions and for those who have not received intervention prior to coming to school. It also discusses adaptations and adjustments in language teaching in Class I and II adaptations in teaching methodologies and evaluation procedure etc.

#### *Hindi Language Curriculum for Hearing Impaired Children*

Adaptations and adjustments in Hindi language curriculum to meet special educational needs of hearing impaired children in integrated set up at primary level were taken up with the objective of enabling the hearing impaired children to have access to Hindi language in integrated schools. The project aims to identify minimum levels of competencies in Hindi for hearing impaired children in Classes III, IV and V with the intention of modifying the teaching strategies. Three workshops for Classes III, IV and V respectively were organised to discuss the data collected regarding level of achievements of hearing impaired children. Difficulties faced by the teachers were also discussed.



A handbook for teachers

Minimum levels of Learning (MLLs) of teaching Hindi in these classes were adapted and guidelines for adaptations and adjustments in curriculum teaching methodologies drafted and sample teaching learning material developed.

### *Low Vision Children: A Guide for Primary School Teachers*

This Guide, published in English earlier orients the teachers to the needs of low vision children and acquaints them with available services. It enables the teachers to understand the impact of low vision on reading, writing, learning, psycho-social development etc. This guide will contribute to improving the quality of teaching-learning process of children with low vision with the ultimate goal of enhancing their achievement. Hindi version of the same is under print.

### *Handbook for transaction of Mathematics Curriculum to Visually Impaired (Blind) Primary School Children in Integrated Settings*

Under this project, areas have been identified that need adaptation/modification in the Mathematics curriculum for the Visually Impaired Children. Handbook would be prepared based on the identified areas along with suitable instructional strategies. This would be finalised on the basis of a workshop. The handbook would serve as a guideline for the primary school teachers regarding how to transact the curriculum in an inclusive classroom in which children with visual impairments have been integrated with other children.

### **Training**

#### *India-Australia Capacity-Building Programme on Integrated Education of Children with Special Needs*

Under the aegis of India-Australia Training and Capacity Building Programme a training workshop was organised by the NCERT on May 19-21, 1999 for the States located in the Northern Region with a view to prepare

resource persons in these States who could take up the responsibility of preparing teachers for inclusive education. The workshop was attended by the nominees of Haryana, Himachal Pradesh, Rajasthan, U P., NCT of Delhi, Jammu and Kashmir, Gujarat, Orissa and Kerala.

The resource person for this workshop included the NCERT faculty, faculty members from University of Melbourne, Australia and resource teachers trained by them earlier through a six week training programme specifically designed for this purpose.

### **Extension**

#### *Review of Centrally Sponsored Scheme of Integrated Education of Disabled Children*

A review workshop of centrally sponsored scheme of Integrated Education of Disabled Children was organised by MHRD in collaboration with the NCERT to review the Scheme as per changing needs and situation in the society. This Scheme had been in operation since 1974 and has been revised every five years. Secretaries of the States, Directors of the SCERTs and National Institutes, IED Coordinators and NGOs with successful practices of inclusion and integration have shared their experiences and identified the hurdles and the solutions that are feasible in view of the PWD Act, 1995. States presented the problems and hurdles in implementing the schemes and the suggestions given to overcome the barriers were pooled to evolve final recommendations that were presented as major issues of capacity building and service delivery and administrative matters. This would provide an input for developing an effective scheme for improving the quality of education

#### *Workshop on Inclusive Education*

A workshop was organised by the NCERT in collaboration with UNESCO to support commitments already made at the national and regional levels and further help in translating a political will of the country into

the actual implementation. It was aimed at making the people recognise the right of every child with a diversity to have access to free education and integration in the normal school as far as possible. The IED Coordinators and NGOs catering to education of children with special needs in common schools have participated in the workshop. Issues like conceptual issues, access to education, barriers, and hurdles, quality education and issues related to school, system, and capacity building, policy planning and administration were discussed. Strategies were evolved and guidelines developed for inclusive education practice to promote education. It facilitated the participants to design and workout an action plan to implement educational initiatives for children with special needs in their institutions and States.

### *Exhibition-cum-Workshop on Teaching Learning Material (TLM)*

An exhibition-cum-workshop was organised by RCI in collaboration with NCERT with the aim of identifying the Teaching Learning Material and motivating the teachers to prepare good aids which could be used effectively with children with special needs. Participants from various States, universities and NGOs involved in the education of children with special needs were invited to display the material they had prepared. They also shared the experiences they had over a long period of time in the field of education of children with special needs. Guidelines were evolved for development of innovative material that would hold the attention of the children, solve problems of children, stimulate their development in all areas, help in acquisition of skills and encourage children to self-monitoring.

After the workshop, manuals were identified which could be adopted by various training institutions. Guidelines were developed for innovative teachers to foster their interest and to encourage them to engage in the development of teaching learning material. Materials were identified for wider circulation amongst the practising institutions.

### *Resource Support to States and Voluntary Agencies*

A workshop was organised to build up resource support to enable the States and voluntary organisations to tackle the problems of children with special needs. Participants from Bihar, Andhra Pradesh, Haryana, Kerala, Madhya Pradesh, Maharashtra, Mizoram, Orissa, Rajasthan, Gangtok, Assam, U.P, West Bengal and Jammu and Kashmir made presentation about the performance, achievements and problems in implementing programmes of education for children with special needs. It provided the forum for sharing of experience among various SCERTs/SIEs and voluntary agencies working for children with special needs. Sessions were held with the IED Coordinators to enable them to plan, organise, manage and monitor the programme of Integrated Education of Disabled Children at the district/block/cluster level effectively.

### *International Centre for Special Needs Education (ICSNE)*

Under the aegis of Government of India, International Centre for Special Needs Education was set up in the NCERT with the support of UNESCO. The centre will focus on promotion of access to children with special needs in an inclusive setting in India and the Asia Pacific Region. It attempts to provide quality education to all children through capacity building and providing support in formal and non-formal schools and other alternative forms of schooling which would be informed by innovative applied and action research. The Centre will work towards taking up activities for promotion of inclusion and building linkages in the Region. It will also develop Management Information System (MIS) to facilitate working in the field of inclusive education. It will provide consultancy to the member countries and others to improve the quality of education of children with special needs. The document with its mission, vision, objectives and action plan has been developed which would provide guidelines for further action.



### *Consultancy*

Consultancy was provided to countries in the SAARC Region, State Departments, NGOs, Schools, Institutes and individuals regarding needs and development of teaching methodology for children with special needs. Teacher support was provided for planning and management of integrated education of the disabled children and instructional methodologies for the children with special needs.

### *Regional Inputs of the Disabled Children*

The RIE, Bhopal organised a five-day training programme to train key resource person of the Western Region in the area of integrated education for the Disabled Children to strengthen SCERTs and SIEs of the States in the area of IEDC and a training package

for teacher educators of DIET were also developed

The RIE, Bhubaneswar developed strategies for identification and remediation of educational barriers of mild disabled children. State level resource persons on IEDC were oriented

The RIE, Mysore organised a workshop on 'Early Identification and Intervention of Development Disabilities – A Multidisciplinary Approach'.

### *Reports and Other Materials Brought Out during 1999-2000*

- Report of UNESCO-NCERT Workshop on Inclusive Education (Xeroxed)
- *Shraavan Vikar Yukt Bachhon Ka Bhasha Vikas* (Printed)





Department of Education in Non-Formal & Alternative Schooling (DENFAS)

S.No.	Title of the Programme	Dates	Venue	No. of participants
1	2	3	4	5
1.	"NFE in Action" A demonstration under Resource Development in State & VSSs. 2.08	23 June 1999	CIET	30
2.	Meeting of the Sub-Committee for scrutinizing of proposals of Innovative and Experimental projects. 2.08	07 July 1999	DENFAS NCERT	10
3.	Orientation Programme for senior NFE functionaries of Voluntary organisations from southern states. 2.08	2 to 8 August 1999	RTTEC Bangalore	26
4.	A study of difficulties faced in Teaching Learning of Hindi at Primary Level NFE Centres - Meeting of Resource Group 2.05	15 to 19 November 1999	DENFAS NCERT	09
5.	Orientation Programme for Resource Development in States & Voluntary Agencies for senior NFE functionaries of VAs of Bihar. 2.08	13 to 17 November 1999	Lakasevayatan Nimidhi, Bihar	36
6.	Meeting of the Screening Committee on Innovative & experimental projects 2.08	18 January 2000	DENFAS NCERT	06
7.	Orientation Programme for Key NFE functionaries of SCERTs/DIES/SRCs from Eastern & North Eastern States 2.09	21 to 25 February 2000	SCERT Calcutta	30
8.	National Workshop on sharing of Experiences of NGOs on Experimental & Innovative Projects. 2.08	23 to 24 March 2000	CIET NCERT	34
9.	Annual Conference of Directors of State Institutions on NFE. 2.01	27 to 28 March 2000	CIET NCERT	24

Department of Education of Groups with Special Needs (DEGSN)

S.No.	Title of the Programme	Dates	Venue	No. of participant
1.	Preparatory workshop of sub-project approved under Aus-aid India Australia Training and Capacity Building Programme.	28 to 29 April, 1999	NCERT New Delhi	20
2.	India-Australia Capacity Building Programme on integrated education of children with special needs.	19 to 21 May 1999	CIET NCERT	25
3.	Training for field investigators for Data collection for evaluation study of IEDC (two training programmes were conducted)	19 to 20 August 1999 15 to 16 February, 2000	NCERT New Delhi	10
4.	Discussion on curricular issues on education of children with special needs.	12 October 1999	NIE Campus New Delhi	12
5.	Workshop on review of centrally sponsored scheme of Integrated Education of Disabled Children.	29 October 1999	CIET NCERT	30
6.	UNESCO-NCERT workshop on inclusive education.	28 to 29 December 1999	NCERT New Delhi	30
7.	Workshop-cum-Training programme for Resource support development in SCERTs/SIEs and Voluntary organisations.	2 to 3 February 2000	NCERT New Delhi	30
8.	Adaptations and adjustments in Hindi Language curriculum (Class-III) to the needs of Hearing Impaired children studying in integrated set up (Workshop).	7 to 9 February 2000	NCERT New Delhi	09

1	2	3	4	5
9.	Adaptations and adjustments in Hindi language curriculum (Class-IV to the needs of Hearing Impaired children studying in integrated set up (Workshop).	8 to 10 March 2000	NCERT New Delhi	23
10.	Adaptations and adjustments in Hindi language curriculum (Class-III-V) to the needs of Hearing Impaired children studying in integrated set up (workshop).	14 to 16 March 2000	NCERT New Delhi	23
11.	Workshop-cum-exhibition on TLM in collaboration with RCI.	24 to 25 March 2000	NCERT New Delhi	More than 500 visitors & participants
<u>Education of SCs,STs and Minorities</u>				
12.	Resource Development in States and Voluntary Agencies.	2 to 3 February 2000	NCERT New Delhi	23
13.	A Sample Survey of the Extent of Educational Benefits Derived out of the Centrally Sponsored Scheme for Minority (Muslims).	29 March 2000	NCERT New Delhi	12
14.	Analysis of existing Curriculum in Govt. Aided Maktabs/Madrasas.	17 February 2000	NCERT New Delhi	11
15.	<u>Specific Assignments</u> Workshop on Improvement of Educational Programme of State Madrasa Boards.	22 to 23 June 1999	CIEET NCERT	25

## Education of the Girl Child

The NCERT is committed to the promotion of girl's education and women's empowerment through suitable interventions in policy planning, curriculum transaction, and teacher education. The scope of its work include development of a strong data base, redesigning of curricula to remove sexist bias, gender sensitisation of all educational personnel, development of handbooks for teachers and teacher educators, awareness generation, advocacy for the education and development of the girl child and bringing about attitudinal changes in the parents and the communities and above all creating a girl friendly environment in the schools. Highlights of the programmes and activities undertaken during 1999-2000 in this area are as follows:

### 12-3-2000

#### *Evaluation of Central Scheme of Assistance for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools*

The study covered 50 girl's hostels being managed by the NGOs in 12 States. The study was primarily qualitative and the evaluation was done using personally administered interview schedules, an observation checklist and discussions and personal interaction with the hostel inmates. The contextual factors of location, social background of students were studied while identifying and analysing the scheme inputs, the processes and output variables for impact evaluation.

It was heartening to find that with some exceptions, the hostels were serving girls from rural and far flung areas and those belonging to the other disadvantaged sections, the SC, the ST, the OBC. The hostels were actually located in the interior areas with poor accessibility at times. The Scheme had a positive impact on enhancing girl's enrolment, retention, achievement, building of self-image, self-confidence, leadership ability and communication skills. The scheme is very useful in motivating parents and attracting the girls

from poverty groups and backward communities in rural areas for taking up secondary and post-secondary education. The educational and occupational aspirations of the hostel inmates were high. Gender role perceptions of the management, the warden and the girl boarders were very egalitarian

#### *Impact Evaluation of the Incentive Schemes on the Enrolment and Retention of Girls in Primary Schooling*

The study was carried out in two blocks of Madhya Pradesh, namely, Dhar block in Dhar District with a preponderance of Scheduled Tribe population and Rajgarh block in District Rajgarh with concentration of Scheduled Caste population. The major finding of the study are that incentives do have a positive impact on enrolment but not necessarily on attendance and achievement. In both study blocks, the coverage of uniforms and the textbooks was insufficient. The quality of stitched uniforms and textbooks supplied was sub-standard. The study concludes that there is considerable scope for improvement in the quality of the goods distributed and also the need for universal coverage as far as textbooks and writing materials are concerned.

Studies on Education of Girls in Remote Areas: Islands, Deserts, Mountains and Forests, 'the Role of Begums of Bhopal in promoting education of Girls', Status of Sports and Physical Education of Girls and School Practices from Gender Perspective in Delhi Schools are under progress.

A six-week training programme on 'Methodology of Women's Education and Development' is an annual feature. The Methodology of the training course is highly participatory and interactive. All the participants are required to bring a status paper for which an outline is provided. They further work under faculty supervision and enrich and embellish their status report using the NCERT and the NIEPA and other resource centres. The Ninth Training Course on Methodology of Women's Education and Development was held from

January 10 to February 20, 2000 for 27 participants from 12 States covering State Departments of Education SCERTs, SIEs, DIETs, Universities and the Regional Institutes of Education (RIEs) of the NCERT. A training manual detailing the course structure and detailed outlines and content of the themes has been prepared. The programme is designed to prepare key level personnel to act as trainers in the Methodology of Women's Education and Development by providing them (a) understanding of women's issues through perspectives of women's studies and other social sciences, (b) awareness about education and the status of women in a comparative perspective, (c) understanding of the psycho-sociological dimensions of girl's education and development, skills to collect, collate and analyse data and formulate research and action projects in this area.

Up-to-date data on education of girls and related social and demographic indicators was collated and analysed and a Fact Sheet on the Education of Girls - (A Graphic Presentation) was published. A research based Seminar paper on Education of Girls was submitted to the Department of Education, MHRD in order to review the progress made during the Post-Jomtien Period in the framework of Education for All. In the National Policy of Education Review Meeting held at NIEPA, a presentation was made on the substantive role played by the NCERT in implementation of the NPE resolve on Education for Women's Equality through its research, development, training and extension activities. Resource support was provided to the MHRD Department of Education and Department of

Women and Child Development and to the States.

### *Regional Level Inputs in the Area of Girls Education*

The RIE, Bhopal organised a 4-day programme on 'Development of Strategies to Remove Gender Bias in the Educational Processes in Madhya Pradesh'. Major factors for the discrimination and disempowered state of women were identified and guidelines evolved to remove the gender disparities.

### *Reports and Other Materials Brought Out during 1999-2000*

Evaluation Scheme for Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools (Xeroxed)

Shiksha Lehar: UNESCO Innovative Pilot Project on Promotion of Primary Education of Girls and Disadvantaged Groups in Rural Haryana (1992-98) (Printed)

Education of Girls in India: A Fact Sheet (Printed)

Twenty Five Years of Girl's Education at the NCERT (1974-1999) (Xeroxed)

Education of Girls in India: An Assessment (Under Print)

Balika Shiksha Mein Gram Shiksha Samiti Ka Sahyog Ek Disha (Xeroxed)

Natli Training Course on Methodology of Women's Education and Development (January 10 to February 20, 2000)

(i) Information Brochure (Xeroxed)

(ii) Resource Manual (Xeroxed)

(iii) Report (Xeroxed)

### Department of Women's Study (DWS)

S.No.	Title of the Programme	Dates	Venue	No. of participants
1.	Ninth Training Programme on Methodology of Women's Education and Development - A Six Weeks Training Programme.	10 January to 20 Feb., 2000	NCERT, New Delhi	27